

[↪ Get Started](#)[☰ Syllabus](#)

Welcome to ART 2313: INTRODUCTION TO FINE ARTS

New to the course?

- Be sure to familiarize yourself with the [Syllabus](#) and *review the information carefully*.
- Be sure to fill out the [Course Pacing Guide](#).
- You must submit it as your first assignment before you will be able to proceed with this course.
- Click [Get Started](#) to begin your course.

When you registered for the course, you were sent an email to your Texas State account indicating the registration and expiration dates. **Remember that all submissions, including exams, must be completed by the course expiration date.**

Students in this course may not complete any exams before any previously submitted assignment has been graded and returned.

Retuning to the course? Click **Modules** to the left and resume where you left off.

Important reminders: At the end of the course, you will be asked to complete a brief course evaluation. Your input will help improve the course.

Assignment 1 Essay

New Attempt

Due No Due Date **Points** 50 **Submitting** a text entry box or a file upload

Assignment Instructions

Follow the instructions below. Compose your answers in the *Assignment Text* box below. Be sure to label your answers with the appropriate section title (e.g. Short Answer, Essay) and question number. Also, pay attention to required word counts. When you are finished, click **Submit**.

If you need some help polishing your essays, don't forget that [free online tutoring](#) is available for all correspondence students via Smarthinking and the Texas State Writing Center.

Short Answers (10 points each)

Compose an answer for each of the three items below. Write no more than one paragraph (roughly 125 words) for each.

1. Why is it unhelpful or unproductive to judge art solely on subjective likes or dislikes, and what alternative is there to this approach?
2. Briefly explain the method or methods artists employ to create or enhance the illusion of three-dimensional space.
3. Provide your own definition of art, and state what you think makes a work of art qualify as “artistic.”

Essay (20 points)

Write a 300-500-word critical analysis of any artistic work (from visual art) that appears in the introductory chapter of your text. Place special emphasis on the critical process, as explained in the course content. Remember to include a clear and concise description of the work you choose.

Honor Code

As members of a community dedicated to learning, inquiry, and creation, the students, faculty, and administration of our University live by the principles in this Honor Code. These principles require all members of this community to be conscientious, respectful, and honest.

Correspondence Course Information

As a correspondence studies student, it is your responsibility to be familiar with correspondence-related policies and services. To this end, I encourage you to review the [Correspondence Course Information page](#) as well as the [Correspondence Studies website](#).

Orientation Video

Please view [this orientation video](#) to help you get started in this correspondence course. This video addresses many topics such as Bobcat Mail, navigating this course site, test requests, and more.

Online Student Resources

[This webpage](#) contains multiple resources for online students at Texas State University. Note: Some resources are only available to students who pay a student service fee.

Technical Requirements and Support

This online course requires technical skills and access to certain technology and software that face-to-face courses may not require.

- Learn about [skills and technology](#) you need to be successful in this course.
Also review these [tips](#) and [interaction guidelines](#) to be a successful online learner.

Many users encounter fewer problems when they **use Chrome** to access **Canvas courses**.

Here's how to **get help with Canvas**:

- 24/7 [Live chat](#)
- 24/7 Phone support: 245.ITAC (4822)
- [Tool-specific help](#)
- Click Help in the left navigation of any Canvas course

Free Tutoring Resources

A variety of [free tutoring resources](#) are available for students enrolled in Texas State correspondence courses.



The Office of Distance and Extended Learning

FREE TUTORING



University Writing Center

The Texas State University Writing Center's online tutoring service allows Texas State correspondence, self-paced study students, to work with a writing tutor in real time in an online environment. During the online tutorial, both the student and the tutor are

Academic Integrity

Texas State Academic Honor Code

The [Texas State Academic Honor Code](#) applies to all Texas State students, including correspondence students. The [Honor Code](#) serves as an affirmation that the University demands the highest standard of integrity in all actions related to the academic community. As stated in the [Texas State Student Handbook \(https://studenthandbook.txstate.edu\)](#), [Violation of the Honor Code](#) includes, but is not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials.

Definitions

As stated per [Texas State Honor Code, UPPS No. 07.10.01, Issue no. 8](#).

*Please note that not all activities that constitute academic misconduct are listed in specific detail in [UPPS No. 07.10.10, Honor Code](#). It is expected that students will honor the *spirit* of academic integrity and will not place themselves in the position of being charged with academic misconduct.

Please cite all unoriginal material through the use of [standard bibliographical practice](#) explained through the [Alkek library site](#).

Incidents of [academic dishonesty as outlined by the University](#) will be reported to the administration for disciplinary action. In addition, students will receive a 0 for the assignment or assignments without the opportunity to redo the work.

Academic work signifies outcomes and products such as essays, theses, reports, exams, tests, quizzes, problems, assignments, or other projects submitted for purposes of achieving learning outcomes.

Cheating in general means, but is not limited to, engaging or attempting to engage in any of the following activities:

- Copying from another student's test paper, laboratory report, other report, computer files, data listing, programs, or from any electronic device or equipment;

- Using, during a test, materials not authorized by the person giving the test;
- Collaborating, without authorization, with another person during an examination or in preparing academic work;
- Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the content of an unadministered test;
- Substituting for another student—or permitting another person to substitute for oneself—in taking an exam or preparing academic work;
- Bribing another person to obtain an unadministered test or information about an unadministered test;
- Purchasing, or otherwise acquiring and submitting as one's own work, any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of the rough or final versions of an assignment by a professional typist;
- Submitting the same essay, thesis, report, or another project, without substantial revision or expansion of the work, in an attempt to obtain credit for work submitted in a previous course;
- Falsifying data.

Plagiarism

in general means, but is not limited to, the appropriation of another's work and the inadequately or inappropriately acknowledged incorporation of that work in one's own written, oral, visual or the performance of an original act or routine that is offered for credit.

Collusion

in general means, but is not limited to, the unauthorized collaboration with another person in preparing any work offered for credit.

Abuse of resource materials

in general means, but is not limited to, the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course content.

Please cite all unoriginal material through the use of [standard bibliographical practice](#) as explained on the [Alkek Library site \(https://www.library.txstate.edu/\)](https://www.library.txstate.edu/) .

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Notice of Intellectual Property Rights

The text and images on this page and pages linked to it are protected by [copyright](#). Lectures and examination questions are also protected by copyright law. You are authorized to take notes in class and to use the online.

materials provided, thereby creating derivative works from my lectures and other materials. However, this authorization extends only to making one set of notes or answers for your own personal use and no other use. You are not authorized to provide copies, notes or examination questions to anyone else, or to make any commercial use of them without prior written consent.

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Students Requiring Accommodation Through the Office of Disability Services

The Office of Distance and Extended Learning is committed to helping students with disabilities achieve their educational goals.

A disability is not a barrier to correspondence study, and we provide reasonable accommodations to individuals in coursework and test taking.

Students who require special accommodations need to provide verification of their disability to the [Office of Disability Services](#), Suite 5-5.1 LBJ Student Center, 512.245.3451 (voice/TTY).

Students should then notify the [Office of Distance and Extended Learning](#) at corrstudy@txstate.edu (<mailto:corrstudy@txstate.edu>) of any disability-related accommodation needs as soon as possible to avoid a delay in accommodations.

Meet Your Instructor

Welcome! My name is Shawn Camp, and I'll be your instructor in this course. I grew up in Coeur d'Alene, Idaho and received undergraduate degrees in Art and Psychology from the University of Idaho and completed an MFA in Painting at Virginia Commonwealth University. I moved to Austin in 1999 and have since taught a wide range of studio and art history courses. I am currently a lecturer in the School of Art and Design at Texas State University and exhibit my artwork nationally. To learn more about me, watch the video below.



I can be reached via the Mail tool in the left-hand navigation menu.

Course Syllabus

ART 2313: INTRODUCTION TO FINE ARTS

INSTRUCTOR

Shawn Camp

sc58@txstate.edu (<mailto:sc58@txstate.edu>)

COURSE DESCRIPTION

An introductory course designed to give the student a fundamental understanding of the creation and appreciation of diverse modes of expression through the visual and performing arts.

Note: This course may not be repeated for credit by taking MU 2312, TH 2313, or DAN 2313.

COURSE GOALS

Upon completion of this course, the student will be able to:

- explain the basic elements of the visual arts, music, dance, theatre, and literature;
 - define key terms within the characteristics of visual art, music, dance, theatre, and literature;
 - describe connections between ancient art works and modern works;
 - distinguish between the unique aesthetic qualities of one form of art (visual art, music, dance, theatre, and literature) from various cultures;
 - compare characteristics of one form of art (visual art, music, dance, theatre, and literature) of a particular historical period or style to another art form of the same period or style; and
 - place works of art within a cultural and historical context.
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COURSE MATERIALS

Sporre, Dennis J. (2009). *The Creative Impulse: An Introduction to the Arts*. 8th Ed. with music CD. Prentice Hall, Englewood Cliffs, New Jersey. ISBN-13: 978-0-13-603493-3 ISBN-10: 0-13-603493-4

If you purchase a used textbook, be sure the textbook is accompanied by a music CD. You must listen to selections from this CD to complete this course.

ASSIGNMENTS, ASSESSMENTS, AND GRADING

Reading and Listening Assignments: Each lesson requires that you read both the course content and assigned chapters from the textbook. It is important that you read analytically in order to successfully

complete the assignments. I suggest that you take notes as you read through the course content and the textbook. When/if you come across a word/term with which you are not familiar, refer to the Key Terms section at the beginning of each textbook chapter as well as the Glossary, which begins on page 614. Additionally, the author of the textbook has provided a summary and supplemental cybersources at the end of each chapter. If you will use these resources, your learning experience will be greatly enhanced.

Additionally, you are required to listen to assigned selections on the audio CD.

Lesson Assignments: At the end of each lesson, you will complete an assignment. Each assignment is comprised of a quiz and essays. Together, the nine assignments comprise 25% of your final grade.

You may submit no more than two assignments (including critical reviews) each week. Use the [Course Pacing Guide](#) to plan your submissions! Note also that assignments must be submitted in order.

Attendance at Art Events: You are required to attend at least three art events *during your enrollment in this course*. (That is, you may not count an event that you attended prior to your enrollment in this course.) One of these must be a visual arts event, one must be a musical event, and one must be a dance or theater event. Acceptable events include art exhibitions, concerts, plays, and dance performances. Please email me (via the Email link in the left navigation bar) if you are unsure if your event is acceptable. You will be required to submit a scan of your ticket stub or program as proof of attendance. Attendance of events counts for 25% of your final grade.

Critical Reviews: In addition to attending three art events, you are required to write three critical reviews describing and analyzing the three art events you attended. Together, the three critical reviews constitute 25% of your final grade. Specific instructions for and samples of critical reviews can be found in the course content.

Exams: You will be required to take both a midcourse exam and final exam. The exams are composed of objective and essay questions derived from your assignments. Both exams must be proctored. Information on arranging for a proctor and scheduling the exams is available on the [Correspondence Testing page](#).

After you have submitted Assignment 4, you may request to take the midcourse exam. However, it is recommended that you wait until Assignment 4 has been returned to you before you take the midcourse exam.

After you have submitted Assignment 9 and Critical Review 3, you may request to take the final exam. However, it is advisable to wait until Assignment 9 is returned to you before you take the final exam. *You must pass the final exam with a score of 60% or better to pass this course.*

Combined, the exams are worth 25% of your final grade.

Grading

All assessments, critical reviews, and exams must be completed before a final grade will be assigned. Assignments must also be submitted in the correct order. They are weighted as follows:

Lesson Assignments (9): 25%

Attendance at Art Events (3): 25%

Critical Reviews (3): 25%

Exams (2): 25%

The following scale will be used to determine final grades:

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% or below

COMMUNICATION POLICIES

Communication is very important. I encourage you to contact me personally if you have any concerns, questions, or problems.

Email

The most reliable way to reach me is via the *Email* link in the left navigation bar. (It is important to keep all mail related to this course contained within this Canvas site.) My policy is that during non-holiday breaks or announced away times, I will respond to email within 24 hours on weekdays and 48 hours on weekends. The Email tool is also the most reliable way for me to reach you. I strongly encourage you to check it and your BobcatMail account regularly. (Note that you can [use the Online Toolkit to forward your BobcatMail account](#) if you'd like.)

If you have a question about course content or mechanics, you are encouraged to post it to the [General Course Questions](#) forum

(described below). Doing so gives students in the course an opportunity to interact with one another and allows everyone to benefit from answers to your questions. Of course, don't hesitate to email the instructor directly using the Email tool if your concern is of a personal nature.

Forums

You will find several discussion forums in the course, including:

- **[General Course Questions](#)**: Post any questions or comments you may have about a topic, assignment, or technical issues to this forum. The instructor will monitor the forum and respond to the questions. In that way, everyone will have the benefit of the question and answer.

- **Share and Tell**: Use this forum to celebrate your personal accomplishments, encourage each other, post inspirational quotes, etc.

The discussion forums are not graded but are for your benefit. My role in the forums is that of a facilitator. I will answer questions, correct misconceptions, and/or redirect conversations as needed.

SCHEDULING YOUR TIME

Remember that as a correspondence student, you are pursuing this study without the structure of on-campus classes and without the discipline of face-to-face contact with the professor. Self-discipline and self-direction are required to successfully complete this course. While you can, to an extent, set your own pace in a correspondence course, it is important that you schedule your time effectively. You should be able to complete each lesson, along with the assignment for it, in two weeks, so completing the course in four to five months is quite possible if you carefully budget your time. Remember, you have a maximum of nine months to complete this course. Use the [Course Pacing Guide](#) to help you proceed through the course effectively.

FREE TUTORING RESOURCES

A variety of free tutoring resources are available for students enrolled in correspondence courses. You may access tutoring through Tutor.com by clicking on Tutor.com: 24/7 Online Tutoring in the left menu of this course. Then just respond to the questions to start tutoring. If you need help with writing specifically, then choose Writing as your topic.

Free online tutoring for writing-related assignments is also available from the University Writing Center. For information on accessing these resources, please visit the Office of Distance and Extended Learning's [Free Tutoring](#) page. Currently-enrolled, degree-seeking students able to visit the Texas State campus are eligible for free in-person tutoring from the [Student Learning Assistance Center \(SLAC\)](#) on the fourth floor of Alkek Library

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When you have read and understood all elements of this syllabus, click the *Course Content* link in the left navigation bar and begin proceeding through the content.

Submission 1: Course Pacing Guide/Course Study Schedule

Start Assignment

Due No Due Date **Points** 0 **Submitting** a file upload

Lesson 1 Objective and Assignments

Objectives

Upon completion of this lesson, you will be able to:

- define the humanities;
- define the humanities' means of expression;
- create a personal definition of art using the humanities' means of expression;
- distinguish the functions of art;
- use the terminology of the elements and principles of art;
- differentiate between art as process, product, and experience; and
- systematically evaluate works of art.

Assignments

Read:

- Lesson 1 course content
- Introduction, "Understanding the Arts" in *The Creative Impulse*

Then:

- Introduce yourself to your classmates.
- Submit Assignment 1.

A few thoughts: I encourage you to take notes as you read through the material. When/if you come across a word/term with which you are not familiar, feel free to refer to the Key Terms section at the beginning of each textbook chapter as well as the Glossary, which begins on page 614. Additionally, the author of the textbook has provided a summary and supplemental cybersources at the end of each chapter. If you will use these resources, your learning experience will be greatly enhanced. Should you have questions, please email me via the Email link in the left-hand navigation bar.

Read the introduction to the textbook carefully, as the author, Dennis J. Sporre, outlines and gives reason for his approach to the subject. He also challenges you to go beyond the book's cover to try to capture the excitement of, and appreciation for, art.

Video Lectures

The links below direct you to video lectures that will help illustrate the important concepts from the first unit of the course.

Lecture 1:

<https://www.youtube.com/watch?v=hvwwNS4vofU>



Lecture 2:

<https://www.youtube.com/watch?v=hvwwNS4vofU>



Lecture 3:

<https://www.youtube.com/watch?v=OUPQVHp8G-A>



Lecture 4:

<https://www.youtube.com/watch?v=cuxVWP5v26E>

