

Texas Tech University
School of Art
ART-3362-001: Technology in the Visual Arts

COURSE SYLLABUS

Instructor: Bruce M. Mackh

Office Hours: By appointment only

Phone: 312-907-6566 (This is my cell, which is strictly for emergencies only)

Phone: 805-742-3825 (School of Art)

Email: b.mackh@ttu.edu

Catalog Description: Instructional and studio emphasis on technology in the visual arts. Outside assignments.

Prerequisites: Freshman Art Core or consent of advisor.

Core Curriculum Requirement: This course satisfies the Core Curriculum requirement in Technology and Applied Science.

- The objective of study of the technology and applied science component of a core curriculum is to enable the student to understand how profoundly scientific and technological developments affect society and the environment. Human nutrition, the world's environment, and energy problems are all viewed as critical to one's understanding of and interactions with today's world.
- Students graduating from Texas Tech University should be able to demonstrate understanding of how technology and applied science affects society and the environment and to demonstrate understanding of the relationship of ethics and technology.

Student Learning Outcomes & Core Competency Statements for Technology & Applied Science

- Demonstrate understanding of how the rapid pace of change in technology and applied science may have good and bad outcomes.
- Describe examples of ethical implications associated with use of technology and applied science.
- List and evaluate reasons why human-designed systems, products, and environments need to be monitored, maintained, and improved to ensure safety, quality, cost efficiency, and sustainability.
- Students graduating from Texas Tech University should be able to: demonstrate understanding of how Technology and Applied Science affects society and the environment; and demonstrate understanding of the relationship of ethics and technology.

All four of the learning outcomes listed above will be evaluated by means of a written essay, to be completed at the end of the course. Students must write at least two complete pages (in accordance with course requirements for all written text), addressing each of the key elements above, providing examples related to the themes and ideas from the course. Such ideas would include the use of technology in teaching art, student use of technology related to art, etc...

TEXT

The Great Neighborhood Book, by Jay Walljasper. An order for this book in sufficient numbers was placed with the campus bookstore (Barnes & Noble). The order was placed late, as this textbook was assigned late by the course designers (not me). If the bookstore does not have the book, you are required to find another source and bring the book to our fifth class session. NO EXCEPTIONS.

ADDITIONAL COSTS OTHER THAN COURSE FEES

You—yes you—are required to purchase an “iWeb” or “.me” account with Apple as we will be using iWeb (an Apple program) to build web pages. NO EXCEPTIONS. Proof of purchase required by third class session.

OVERVIEW OF COURSE

Technology affects almost every aspect of contemporary life, from production and consumption of goods to the way in which people communicate. Artists often employ technology, tools, techniques and methods in order to expand the boundaries of art, information and learning. In this course we will address and become familiar with common technologies and systems available to us for the purposes of:

- Professional Development and Representation
- Art Research
- Art Content
- Personal Skill Development

Additionally, the purpose of this course is to increase our awareness and knowledge of visual cultures, contemporary art and technology in relation to our society, the Art World and ourselves. You will have the opportunity to explore your philosophies and theories about art and develop resources and strategies for creating art and awareness.

A WORD OF CAUTION

You should not view this class solely as a means for learning one tool or system for creating or communicating. Individual exploration beyond the classroom environment is required.

SPECIAL NOTE

There is always a blending of art, education and the personal. This class deals with real issues in life, art and education—issues that are pertinent to the teaching and researching about art and education in the 21st century. Some of the issues may be personally unpopular, controversial or uncomfortable. All of the issues raised in this course are of substantive value and are addressed in art research and literature. I hope you will approach issues within the classroom with openness and respect.

ABOUT THIS CLASS

I expect you to attend every class. This is an experiential, reading, and writing intensive class. You are responsible for completing all of the required assignments, including keeping a journal in which you will write down and reflect about difficult issues or concepts, to note resources, and to take class notes. I expect all students to participate in class discussions, contributing ideas and perspectives on topics or art. All your work should incorporate aspects or issues addressed in class in relation to your personal or professional interests.

COURSE OUTCOMES AND ASSESSMENTS

Assessment of course outcomes will primarily occur in conjunction with student assignments.

1. Students will utilize contemporary art, artists, and social issues in discussions, written assignments, and lessons as demonstrated through completion of two PowerPoint assignments and a research paper.
2. Students will gain in the ability to converse about the multiple social/institutional purposes, functions and goals of art and education, as shown by lesson plans to be turned in with a children's picture book assignment and the second PowerPoint assignment as well as in journal entries.
3. Students will read and discuss texts that testify to race, social class and gender experiences and will exhibit the knowledge gained in this reading via the completion of an iMovie neighborhood project.
4. Students will develop a deep understanding that art comes from real-life experiences, to be evaluated through the first of the PowerPoint assignments, the iMovie, iWeb, and other course projects.
5. Students will develop personal art skills and begin/continue self-confidence towards art making/knowing, as demonstrated by the PowerPoint presentations, iMovie and iWeb projects.
6. Students will develop strategies for classroom activities with children, evaluated by means of lesson plans accompanying the second PowerPoint presentation and children's picture book presentation, journal entries, and research paper.
7. Students will utilize technology in lessons and art projects, as shown by the PowerPoint presentations, iMovie, iWeb, and children's picture book projects as well as evaluation of various art-related websites and a completed précis of each.
8. Students will attend two outside art-related events/openings and will complete a journal entry following each event attended. Journals will be evaluated during the last week of the course.

ASSIGNMENT DESCRIPTIONS

1. **Two PowerPoint presentations**
 - **#1: presentation of your own art**, including your artist's statement and a discussion of your own art including theory, philosophy, and art historical references. Minimum of 20 slides in total. **Due Sept. 21.**
 - **#2: topic to be assigned by instructor**; using technology in order to present the topic to the class. It must include imagery, use available websites, and discuss the art in contemporary context and in the context of art history. This presentation must conform to TEKS standards. It must be accompanied by a lesson plan, to be turned in to the instructor prior to delivering the presentation. **Due Oct. 14.**

2. **A personal website using iWeb:**

- You will build your own website, on which you will display imagery of your art, post your resume, artist statement and teaching philosophy, and create a blog.
- Imagery of your artwork must be ready to put on website by the second week of class (**Sept 9**)
- Websites must be operational by the third week of class (**Sept 16**).
- Website building will continue throughout the semester but must be entirely complete (including artwork, resume, artist's statement, teaching philosophy, and blog) by the last week of class (**Dec 14**).

3. **A 2-page précis on each of the following websites**

(These may be completed in any order; see schedule grid for due dates):

- Guggenheim Museum <http://www.guggenheim.org/>
- Museum of Modern Art (MOMA) www.moma.org/
- Metropolitan Museum (The Met) www.metmuseum.org/
- The Art Institute of Chicago <http://www.artic.edu/aic/>
- Tate Modern museum <http://www.tate.org.uk/modern/>
- The Louvre <http://www.louvre.fr/llv/commun/home.jsp?bmLocale=en>
- ArtStor (via TTU library)

Each précis should be approximately half summary (objective/facts) and half evaluation (subjective/opinions).

4. **iMovie**

- This is your “neighborhood” project to accompany the class textbook—you will explore, describe, document, and present your neighborhood: what’s special about it, its history, why you chose this neighborhood, what are its benefits and liabilities.
- This must be your own personal neighborhood in Lubbock—where *you* live *right now*. Your neighborhood is your dorm hallway, your apartment complex, the street you live on, etc...
- The movie should be no longer than 10 minutes but no shorter than 5 minutes in length.
- **Due Nov 2.**

5. **Presentation of a children’s picture book**

- Scan a children’s picture book and create a PDF file of each page, including front and back covers.
- Be prepared to read the book aloud to the class while showing your PDF..
- The point of this assignment is to share excellent illustration artwork with students.
- A lesson plan must accompany your presentation and be handed in to the instructor prior to beginning the presentation.
- Due Nov 11.
- (Hint: try using a book that has won the Caldecott Medal for excellence in illustration. A list of Caldecott winning books can be found <http://www.ala.org/ala/mgrps/divs/alsc/awardsgrants/bookmedia/caldecottmedal/caldecottmedal.cfm>)
- **Due Nov 11**

6. **A 15 page research paper**

- The topic may be of your choice

- It must include technology, education and art—all three MUST be incorporated.
- Papers must be 15 full pages of text, not counting images, works cited or consulted, or cover page.) Images, if included, must appear before your bibliography—separate from text, but properly cited within the text.
- You MUST use two written sources *separate from* all other online sources. The two written sources may be books, journals, magazines or other scholarly texts. Please ask questions if you're unsure what qualifies.
- You may begin working on this paper as soon as you wish, but you will have the last two weeks of class to work on the paper.
- NO HAND-WRITTEN PAPERS WILL BE ACCEPTED.
- **ALL PAPERS MUST BE STAPLED—NO EXCEPTIONS.**
- Paper is due the last day of class (**Dec 9**). **Absolutely NO late papers will be accepted.**

Grading Procedures

Criteria for Grading and Assessment

A = Excellent (100-90%)

B = Above Average (89-80%)

C = Average (79-70%)

D = Inferior (69-60%) [passing but not necessarily satisfying degree requirements]

F = Failure (59% or below)

Student projects will be evaluated by means of a rubric. A sample rubric is included at the end of this syllabus.

Formatting Guidelines

All written materials and assignments must be typewritten or word-processed utilizing the following format. Except for the journal and/or sketchbook, NO handwritten papers will be accepted.

- 1-inch margins
- Times New Roman, size 12
- Double spaced
- Heading: your full name, the date, and the assignment title at the top of the first page; your name and page numbers as header on subsequent pages
- Correct use of citations, if applicable
- Included illustrations, if any, must be located at the end of the document (not inline with text), accompanied by correct citations, and DO NOT count towards total page length of the assignment.
- Multiple pages **MUST** be stapled together.

Citations

EVERYTHING that is not your own work, words, or ideas must be CITED correctly.

If you include any images in your written work, lessons, or presentations, you must cite them.

APA format for citing works of art:

Format: Artist (last name, first name), artist's role (in parentheses i.e. Artist, Architect), title, the work type, in brackets [Painting, Cathedral, Chair], country of origin or city, and state, and repository. Include URL or other identifying material about source, if needed.

Example: Cattelan, Maurizio. (Artist). (1997). *Novecento (Twentieth Century)*. [mixed media]. Sydney: Museum of Contemporary Art. Retrieved May 2, 2009 from <http://www.bos2008.com/app/biennale/artist/61>

To find the correct way of citing other materials according to APA format, see <http://owl.english.purdue.edu/owl/resource/560/01/>

Wikipedia is NOT an acceptable source in scholarly research or writing. Do not use it. Do not cite it.

When necessary, contact and utilize the University Writing Center for assistance in writing papers. The Writing Center is at 175 English/Philosophy Building. It is open M-F from 9:00 a.m. to 5:00 p.m. Call (806)-742-2476.

Attendance Policy

Attendance is mandatory. Much of the content of this class occurs **in** class. Part of your responsibility in this class is to share your thoughts, views and perspectives on issues and readings with your classmates, no matter how rough or refined. You can't do that if you are not present in class.

Therefore, whether absences are excused or unexcused, they will have a decided impact on your final grade. After three absences, every additional absence will lower your final grade for the course by one letter grade. In addition, any combination of three tardies or instances of leaving early count as one absence. You may want to reconsider taking this section if extenuating circumstances hinder regular class attendance. If you need to be excused from class for religious reasons or due to TTU-sponsored activities, TTU policy asks that you provide a written note prior to the absence and make up the work (see below).

Students may write a 2-page précis on the day's assigned readings in order to make up for discussions missed due to absences, but only for the first three absences. NO extra credit will be given to make up for excess absences.

Reporting Illness

In case of an illness that will require absence from class for more than one week, the student should notify his or her academic dean. The Dean's office will inform the student's instructors through the departmental office. In case of class absences because of a brief illness, the student should inform the instructor directly. Other information related to illness is found in the Student Handbook and the Residence Halls Handbook.

Absence due to religious observance

"Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20. A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. A student who is excused under section 2 may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

Absence due to officially approved trips

The Texas Tech University Catalog states that the person responsible for a student missing class due to a trip should notify the instructor of the departure and return schedule in advance of the trip. The student may not be penalized and is responsible for the material missed.

Illness and Death Notification

The Center for Campus Life is responsible for notifying the campus community of student illnesses, immediate family deaths and/ or student death. Generally, in cases of student illness or immediate family deaths, the notification to the appropriate campus community members occur when a student is absent from class for four (4) consecutive days with appropriate verification. It is always the student's responsibility for missed class assignments and/or course work during their absence. The student is encouraged to contact the faculty member immediately regarding the absences and to provide verification afterwards. The notification from the Center for Campus Life does not excuse a student from class, assignments, and/or any other course requirements. The notification is provided as a courtesy.

Civility in the Classroom You are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that everyone has an opportunity to gain from time spent in class, unless otherwise approved by the instructor, you are prohibited from using cellular phones or beepers, checking your email or surfing the internet, updating your social networking sites, eating or drinking in class, making offensive remarks, reading newspapers or magazines, sleeping or engaging in any other form of distraction. Inappropriate behavior in the classroom shall result in, minimally, a request to leave class, which will be counted as an unexcused absence.

Academic Integrity The current Undergraduate Catalog states policies concerning academic integrity. Note that for "students to present as their own any work that they have not honestly performed is regarded by the faculty and administration as a serious offense and renders the offenders liable to serious consequences, possibly suspension". See section on "Academic Integrity" for further information on cheating and plagiarism.

Americans with Disabilities Act If you require special arrangements in order to meet course requirements because of a disabling condition, contact me as soon as possible so that necessary accommodations can be made. (Americans with Disabilities Act, July 26, 1990)

Health and Safety Policy Every effort will be made to comply with the intent of state laws or acts and the University Health and Safety Program in an effort to maintain a safe academic and working environment. Information and awareness of safety factors will be included in the course content when applicable.

Conflict Resolution

The Office of the Ombudsman is available to assist students with any conflict or problem that has to do with being a student at Texas Tech University. You may visit the Ombudsman in 237 Student Union Building or call (806)-742-4791.

Project Grading Rubric

	4 excellent	3 good	2 fair	1 poor	0 unsatisfactory /not present
Scholarship	Well-researched; correct citation of sources	Research is evident and sources cited	Inadequate research and citation of sources	Inappropriate sources used (Wikipedia, etc...); sources not cited	No research conducted; no sources cited
Writing	Clear, concise, and engaging; no obvious errors in spelling or grammar	Understandable; few errors	Not entirely clear; obvious errors in spelling or grammar	Very unclear; many errors	Incomprehensible
Visuals	All images used are clear and well-chosen; images enhance overall quality of presentation	Images are good and support overall presentation	Image quality is poor; some images detract from presentation	Poor image quality; images detract from presentation	Visually incomprehensible
Format	All assignment guidelines have been followed and proper formatting conventions used		Some errors in assignment guidelines; some errors in formatting conventions		Many errors in assignment guidelines or formatting conventions
Presentation	Confident appearance; vocal quality and verbal mannerisms enhance presentation; presenter actively engages audience interest	Appearance, vocal quality, and verbal mannerisms do not detract from presentation; presenter maintains audience interest	Some distraction from presenter's appearance, vocal quality or mannerisms; not able to maintain audience interest throughout	Appearance, vocal quality, and/or verbal mannerisms are distracting to audience; not able to maintain audience interest	Severe problems with appearance, vocal quality or verbal mannerisms resulting in complete failure of communication
Quality	Excellent overall quality of presentation	Good overall quality of presentation	Fair overall quality of presentation	Poor overall quality of presentation	Unsatisfactory quality of presentation

Total points possible = 24

A = 24-22

B = 21-20

C = 19-17

D = 16-15

F = 14 or below

3362 Schedule
Fall 2009 [Thurs 8/27/09 – Wed 12/16/09]

Day/Date	Class Discussion	Assignments/ Readings	Notes
M 8/31	Syllabus and overview of course	Read Walljasper through end of Ch. 1	
W 9/2	Discuss Walljasper through end of Ch. 1	Read Walljasper Ch. 2.	
M 9/7	LABOR DAY NO CLASS		Prepare images of your art for uploading to iWeb.
W 9/9	Discuss Walljasper Ch. 2	Read Walljasper Ch. 3.	Precis #1 due
M 9/14	Discuss Walljasper Ch. 3	Read Walljasper Ch. 4	
W 9/16	Share iWeb sites; discuss Walljasper Ch. 4	Read Walljasper Ch. 5	iWeb operational deadline
M 9/21	Share PowerPoint presentations; discuss Walljasper Ch. 5	Read Walljasper Ch. 6	PowerPoint #1 due
W 9/23	Discuss Walljasper Ch. 6	Read Walljasper Ch. 7	Precis #2 due
M 9/28	Discuss Walljasper Ch. 7	Read Walljasper Ch. 8 to end of book	
W 9/30	Discuss Walljasper Ch. 8 to end of book.		
M 10/5			
W 10/7			Precis #3 due
M 10/12	STUDENT HOLIDAY NO CLASS		
W 10/14	Share PowerPoint presentations		PowerPoint #2 due
M 10/19			
W 10/21			Precis #4 due
M 10/26			
W 10/28			
M 11/2	Share iMovies		iMovie due
W 11/4			Precis #5 due
M 11/9			
W 11/11	Present children's books		Children's book presentations due
M 11/16			
W 11/18			Precis #6 due
M 11/23			
W 11/25	THANKSGIVING NO CLASS		
M 11/30			
W 12/2			Precis #7 due
M 12/7			
W 12/9	Present research papers		Research paper due
M 12/14	FINALS WEEK		iWeb sites must be complete
W 12/16			