Prerequisite: Completion of the Lower Division writing requirement. Not available for Art Major credit. Art majors may take this course for University elective credit. Introduction for the non-art major to the art, design, and architecture of our time. Illustrated lectures explore the development, techniques, and ideas underlying the contemporary visual environment. (Available for General Education, Arts, and Humanities.)

CATALOG COURSE DESCRIPTION (3 units)
Prerequisite: Completion of the lower division writing requirement. An introduction for the non-art major to the art, design, and architecture of our time. Illustrated lectures explore the development, techniques, and ideas underlying the contemporary visual environment. Including the media arts of photography and advertising, as well as painting, sculpture and architecture. Art majors may take this course for university elective credit. Available for General Education, Arts & Humanities.

REQUIRED TEXT
There is no text to purchase. The required text, “Art And Mass Media” by Betty Ann Brown, PhD Brown and Pelfrey, is only available online on the class Moodle site.

Writing Intensive Class (GE Designation WI)
Goal: Students will develop their abilities to express themselves and the knowledge they have obtained through practicing various forms of writing within different disciplinary contexts. Writing intensive courses will build upon the skills gained in the Analytical Reading and Expository Writing section of Basic Skills. In each WI course students will be required to complete writing assignments totaling a minimum of 2500 words.

Student Learning Outcomes Students will:
1. Develop and clearly define their ideas through writing;
2. Ethically integrate sources of various kinds into their writing;
3. Compose texts through drafting, revising, and completing a finished product;
4. Express themselves through their writing by posing questions, making original claims, and coherently structuring complex ideas;
5. Revise their writing for greater cogency and clarity;
6. Utilize adopted communication modes and documentation styles of specific disciplines (MLA, APA, Chicago, CBE, etc) where appropriate.

Information Competence (GE Designation IC)
Goal: Students will progressively develop information competence skills throughout their undergraduate career by developing a basic understanding of information retrieval tools and practices as well as improving their ability to evaluate and synthesize information ethically.
Student Learning Outcomes
Students will:
1. Determine the nature and extent of information needed;
2. Demonstrate effective search strategies for finding information using a variety of sources and methods;
3. Locate, retrieve, and evaluate a variety of relevant information including print and electronic formats.
4. Organize and synthesize information in order to communicate effectively;
5. Explain the legal and ethical dimensions of the use of information.

Arts and Humanities SLO's
Goal: Students will understand the rich history and diversity of human knowledge, discourse and achievements of their own and other cultures as they are expressed in the arts, literatures, religions, and philosophy.

Student Learning Outcomes Students will:
1. Explain and reflect critically upon the human search for meaning, values, discourse and expression in one or more eras/stylistic periods or cultures;
2. Analyze, interpret, and reflect critically upon ideas of value, meaning, discourse, and expression from a variety of perspectives from the arts and/or humanities;
3. Produce work/works of art that communicate to a diverse audience through a demonstrated understanding and fluency of expressive forms;
4. Demonstrate ability to engage and reflect upon their intellectual and creative development within the arts and humanities;
5. Use appropriate critical vocabulary to describe and analyze works of artistic expression, literature, philosophy, or religion and a comprehension of the historical context within which a body of work was created or a tradition emerged;
6. Describe and explain the historical and/or cultural context within which a body of work was created or a tradition emerged.

COURSE OBJECTIVES
This is a class in which we survey the history of Western art to chronicle the development of our mass media society, examining both those art monuments generally studied in art history classes (that is, paintings, sculptures, etc.), as well as photography, film and video. The purpose of this class is to help you develop what is often called "visual literacy." This means the ability to "read" the images that surround you in our information society. After taking this class, you will have a much greater appreciation for the importance of art to Western culture. You will also have the skills to become critically aware of the visual messages you receive every time you turn on your television, drive down the freeway, or page through a magazine. - Dr. Brown

Art Department Course Goals:
Art Knowledge: Broadening knowledge of ancient and contemporary art in order to develop an understanding of art within theoretical, cultural, and historical contexts.
Critical Thinking: Analyzing, interpreting, and questioning traditional methodologies and pre-conceived notions of art and art making.
Global Perspectives: an investigation and appreciation of diverse perspectives dealing with art, culture, teaching, and learning.
Analyze, interpret ideas of value, meaning, discourse, and expression from a variety of perspectives from the arts and mass media.
Explore the connections between fine art and mass media.
Demonstrate ability to engage and write about developments within the arts and mass media.
MOODLE: You will find all of the information for this course by logging on to http://moodle.csun.edu. It will be your responsibility to access this information as needed. This is where you will find the syllabus, articles, and all of the class assignments. A list of student support services can also be found there. Adobe Reader 8.0 is required to read these documents; all of campus computers have this program.

You will receive various messages from me via Moodle, which will also be sent to your CSUN email address, so you need to check your email and Moodle page frequently. It is recommended that you use Firefox because Moodle and Safari do not work well together.

For technology problems, please contact the Help Desk @818-677-1400. Some websites require RealPlayer to be downloaded prior to viewing: http://www.real.com/realplayer/download

Student email addresses: If you use an email address other than the student email supported by CSUN, then it is your responsibility to have mail forwarding. This can be done by going to www.csun.edu/account. Login, select mail forwarding and put in your primary email address. Students should check their email, and Moodle, regularly for assignments, updates, and changes.

READING ASSIGNMENTS: You must complete the work within the assigned time based on your syllabus. Students are expected to read the assigned material. You will be responsible for the weekly reading assignments from the text, as well as any additional material and/or links posted on Moodle.

Links to websites and videos will be posted on Moodle each week that correspond to the material in that week's assigned chapter. We will view some of these in class and others you need to visit on your own. You are expected to read the specified chapter before coming to class. All reading assignments are required and should be completed before the class meeting, so that you are able to follow lecture and participate in class discussion.

**ASSESSMENT AND EVALUATION GRADING**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Museum Report</td>
<td>25 points / 6.25%</td>
<td>Prompt posted on March 27, will require a peer review and field trip (See below). Due date is April 24.</td>
</tr>
<tr>
<td>2) Writing Essay Quizzes</td>
<td>40 points/ 10%</td>
<td>4 Quizzes @ 10 points for each SHORT essay assignment, various due dates. Quizzes #2 and #4 are take-home Midterm and Final Essay Prep. assignments</td>
</tr>
<tr>
<td>3) Group Presentation</td>
<td>30 points / 7.5%</td>
<td>Due dates subject to change, requires individual paper and class presentation</td>
</tr>
<tr>
<td>4) Midterm</td>
<td>125 points /31.25%</td>
<td>Date-March 13 Essay Prompt posted 3 weeks before test &amp; Midterm Slide Review posted 2 weeks before test</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10 points will be deducted for tardiness</td>
</tr>
<tr>
<td>5) Final Examination</td>
<td>150 points /37.5%</td>
<td>Date MAY 15, 2015 at 8:00-10:00 AM Essay Prompt posted 3 weeks before test &amp; Final Slide Review posted 2 weeks before test</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10 points will be deducted for tardiness</td>
</tr>
<tr>
<td>6) Participation/Attendance/Tardiness Policy</td>
<td>30 points / 7.5%</td>
<td>See class policies below.</td>
</tr>
</tbody>
</table>

**TOTAL** | 400 points = 100% |
The Final grading will be done on the plus and minus system as follows: Numerical grades will be rounded according to standard procedure, e.g. 89.49 = B+; 89.5 = A-.

***Percentages reflect values of Weighted Categories.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92-100%</td>
<td>368-400pts</td>
</tr>
<tr>
<td>A-</td>
<td>90-91%</td>
<td>360-367pts</td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
<td>352-359pts</td>
</tr>
<tr>
<td>B</td>
<td>82-87%</td>
<td>328-351pts</td>
</tr>
<tr>
<td>B-</td>
<td>80-81%</td>
<td>320-327pts</td>
</tr>
<tr>
<td>C+</td>
<td>78-79%</td>
<td>312-319pts</td>
</tr>
<tr>
<td>C</td>
<td>72-77%</td>
<td>288-311pts</td>
</tr>
<tr>
<td>C-</td>
<td>70-71%</td>
<td>280-287pts</td>
</tr>
<tr>
<td>D+</td>
<td>68-69%</td>
<td>272-279pts</td>
</tr>
<tr>
<td>D</td>
<td>62-67%</td>
<td>248-271pts</td>
</tr>
<tr>
<td>D-</td>
<td>60-61%</td>
<td>240-247pts</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
<td>0-239pts</td>
</tr>
</tbody>
</table>

Extra credit will be announced in class and up-loaded on the class website. I encourage all students to visit me during my office hours for any additional help. Do not wait to get behind on course work! Come and visit me in my office. Please confirm your appointment (for my office hours) via email.

Course Requirements

1. **Peer Reviewed, Museum Report Assignment:** (25 points). You will be required to visit a local museum for this class and write a compare/contrast paper on two works of art. You can visit one of the following museums: Getty Center; Getty Villa; Los Angeles County Museum of Art (LACMA); Norton Simon; Museum of Contemporary Art (MOCA); UCLA Fowler Museum. This assignment will involve research, documentation and a peer review, (writing two drafts of the assignment), and must be edited before handing it in.

You will write a short compare and contrast essay comparing a work of art in your textbook to a contemporary work of art you select in a local museum. Both art works must be of the same medium. As an example; compare painting-to-painting, sculpture to sculpture...etc. Buy a postcard to document your selected museum artwork to write; and or make 2 sketches of the museum artwork. Make sure to take notes about the museum artwork’s visual characteristics. You must include your “Selfie” picture in front of the museum and your museum ticket/parking stub. Please staple your museum ticket/parking stub to your final paper.

This report should contain your observations of works and their formalism, function and visual content. These observations should be organized carefully to convey your ideas clearly. Provide a conclusion stating your compare and contrast observations using formal, iconographical, cultural and/or historical contexts. No museum report will be accepted without the following: Cover page: NOTE the slide information of artwork in text and museum work-- Artist, title, date, medium, and museum name and location.

This essay must be 650 words minimum, single space on 8 1/2 x 11 paper using size 12 fonts. The Museum Report Prompt will be posted March 27, three weeks before the due date. The museum report is due on March 24th. Please submit and staple together both the student Peer edited signed copy-roster number and your signed final draft along with your roster number, and class date and class time. I do not accept discs, emails, or faxes in lieu of written assignments. All late reports will be graded down 5 points for each day you are late. The paper is worth 25 points. The Peer Review assignment guidelines will be posted on Moodle. Due Date: April 24, 2015
The Museum Report’s rubric:
• The essay demonstrates sophisticated cultural understanding of the museum artwork selected, as well as the formal and historical complexity.
• Does the student use grammar properly? Is the spelling correct?
• Are the thoughts clear and well organized? (Spelling and grammar 25% content 75%).
• Accuracy of information. Did you make it up or get the info off of a cereal box? Or did you use a properly cited academic source?
• Originality of ideas. Are this the student’s thoughts, words and ideas? Is the content interesting and insightful?
• Does the paper satisfy the terms of the assignment? Is the paper at least 650 words in length? Does it clearly address the purpose of the paper (comparison)?

At the end of each written assignment (Museum Report, Quizzes, and member-Group Presentation) you must write, date, and sign, (signing is not necessary for internet assignments) the following statement:
“I verify that the work submitted is entirely my own, except for any sources that have been referenced”
All cases of dishonesty will result in an “F” on the assignment in question.

2. Writing Essay Quizzes: (writing assignments) 40 points
You will take 4 quizzes that consist of small essays (400 words each) relating to current lecture/text study. Quiz #2 and Quiz #4 are take-home draft assignments meant to help you prepare for your Midterm by allowing you to submit your thesis statement and outline for feedback before the actual examination.

Quizzes will be handed out in lecture/on Moodle, and all quizzes will have their due dates posted. Occasionally, as a way to promote attendance, a pop quiz will be given in class.

Monitor major quiz dates on Moodle. There are no Quiz make-ups! I do not accept discs, emails, or faxes in lieu of written assignments. All late papers will be graded down 5 points for each day they are late. These assignments will be posted on Moodle with specific instructions and due dates. I also recommend having someone who has good command of the English language proofread your paper for you before you submit it. For additional help please find the Writing Center information below.

The papers will be evaluated on content as well as spelling and grammar. General Writing Rubric:
Each category will also be ranked excellent, good, fair, and poor:
• Use of evidence
• Depth and clarity of argument
• Mechanics of writing
• Properly cite notes and provide bibliography

Additional Grading Rubric/criteria for Quiz writing and CSUN Gallery Report Assignment:
The art works should be analyzed within a complex historical, cultural, formal, and media criteria.
Has a clear purpose/goal that is stated from the outset and fulfilled.
• Organization, including effective introduction and conclusion.
• Statements are backed up with well-explained, specific examples.
• Sources of ideas and information are documented and acknowledged.
• Academic writing style with no spelling/grammar errors.
• Well-founded original and creative approaches to the topic.
3. **Group Presentation:** (30 points) Each group will select one artist to present in class. The group presentation should be focused on the artist’s career and one artwork found in your textbook. Additional Rubric information will be presented in class and posted on Moodle after the first month of the semester. Most of the individual groups will have up to two or three weeks to prepare. All group members must work as a team.

**Group Evaluations:**
You will evaluate your own participation and your fellow group members’ contributions and work on the report. THIS IS TO BE WRITTEN MINUTES BEFORE THE GROUP PRESENTATION AND WILL BE READ ONLY BY THE INSTRUCTOR.

Each member of the group must turn in a one page, 400 words; single-space paper that sums up what you learned on this subject and a short bibliography. Write down the group number, date, your full name, and roster number.

All of the class written assignments including the gallery report, written quizzes, and individual group submissions, must focus the art history research on one or two art/architectural books, 3-4 educational/academic links, and JSTOR journals. For foot notes/bibliography please use the Chicago Manual of Style.

At the end of each written assignment you must write, date, and sign (signing is not necessary for internet assignments) the following statement:

“I verify that the work submitted is entirely my own, except for any sources that have been referenced”

All cases of dishonesty will result in an “F” on the assignment in question.

**Academic Integrity and Plagiarism:**
CSUN expects its students to conduct themselves in an honest and professional manner at all times. Cheating and plagiarism will not be tolerated. If a student is caught cheating or plagiarizing in any form, he/she will receive a failing grade for the course and be reported to the University for Appropriate Disciplinary Action. –University Catalogue. See the CSUN Student Conduct Code for further information at: http://www.csun.edu/anr/soc/studentconduct.html#standards.

Plagiarism is using others’ ideas and words in your work without clearly acknowledging the source of that information. If you aren’t sure what plagiarism means, consult the following websites:
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml,
http://library.csun.edu/Guides/ResearchStrategies/AvoidingPlagiarism,
http://library.csun.edu/Research_Assistance/plagiarism.html

The Final and Midterm will be taken in accordance with the University schedule. The Midterm and Final formats are as follows:

**Part I:** Slide Identification (artist, title, country, century, medium, and function). The Midterm slide test will consist of selected slides/images from Chapters 1-6, and the Final test will be on slide/images selected from Chapters 7-13.

**Part II:** The Midterm and Final Essay Prompts will be given three weeks in advance so that you may prepare them as you would a term paper. The Midterm and Final Slide Review will be handed out and posted two weeks before the examinations.

Quizzes #2 and #4 will be based on Midterm and Final Essay thesis statement and outlines. Students will submit a Midterm and Final thesis statements and outlines for essay feedback before taking the examinations. A class review session will be presented the week before the final and midterm.
4. MIDTERM: (125 points) the midterm will focus on the first seven weeks of class, with emphasis on class lectures from Chapters 1-6 of the textbook. The Midterm is scheduled for Friday March 13, 2015.

5. FINAL: (150 points) The final will focus on the second half of textbook, Chapters 7-12 and related class lectures. Please Note: No make-up exams will be given unless documentation is provided for a dire emergency. No use of unauthorized sources of information during an exam is allowed, and will result in a failing grade in the class. THE FINAL is MAY 15, 2015 at 8 - 10:00 AM.

6. Class Attendance, Tardiness, and Participation Policy: (30 pts)
   6A. Attendance is mandatory and will be taken into consideration upon final grading. I will be taking attendance regularly. You may miss two classes without penalty and this includes the first day of class. If you have a third absence your grade will be lowered by 10 points. Four or more absences will mean no credit for attendance in this class. Due to the nature of this course (slide presentations, lectures, and discussions) it is impossible to make up classes. If you miss a class, it is your responsibility to obtain the notes and assignments from a fellow student.

   Students with a valid reason for additional absences need to provide a typed letter that explains the reason for the absence and includes any relevant documentation. Absence letters can NOT be submitted via email. Please understand that you are responsible for missed lectures and assignments. If you foresee the need to be absent, arrive late, or leave early please inform me via email. Students who come in late and/or leave early, sleep in class, or are distracted by personal technology will not receive full credit for attendance.

   Please be on time to class. Late arrivals disturb both your instructor and your fellow classmates and excessive tardiness will result in a lower grade. Students who are not in class at 7 PM will be counted tardy or absent. Two late arrivals or early departures will count as an absence.

   Attendance: From the CSUN catalog, “Students are expected to attend all class meetings. Students who are absent from the first 2 meetings of a class that meets more than once a week or from the first meeting of a class that meets once a week lose the right to remain on the class roll and must formally withdraw from the class, following University procedures and deadlines. Failure to formally withdraw from a class will result in the instructor assigning to the student a grade of “WU” (Unauthorized Withdrawal), which, in computing a student’s GPA, counts as a grade of “F.”

6B. Class Participation: (30 points) Students are expected to come to class prepared to engage in discussions about the material presented. Class participation will have an impact on your final grade. You will be responsible for the weekly reading assignments from the text listed, as well as any additional material and/or links posted on Moodle. If you do not participate in class discussions, then you will not receive any points in this category. Class participation and attendance will come into consideration upon final grading. This means that students who are continually late and miss class will have their grades lowered.

Assumptions I Make About You: You have made a conscious, informed choice to be a member of this class. This means that you have read the syllabus, know the workload required, and you will turn in your assignments on time and follow the conduct rules outlined above. Be aware that for a class of 3 units like this you should spend at least 6 hours per week on your own (reading, making notes, working on assignments, etc.).

Professional Attitude and Practice
The University is committed to maintaining a safe and healthy living and learning environment for students, faculty, and staff. Each member of the campus community should choose behaviors that contribute toward this end. Students are expected to be good citizens and to engage in responsible
behaviors that reflect well upon their university, to be civil to one another and to others in the campus community, and contribute positively to student and university life. See student code of conduct found on the CSUN website http://www.csun.edu/studentaffairs/pdfs/standards_student_conduct.pdf. ___

PLEASE TURN OFF ALL CELL PHONES, ETC. SLEEPING AND TEXTING WILL NOT BE ALLOWED IN CLASS!

Student Conduct, As a California State University student enrolled in this course, you are expected to show common courtesy to the instructor and to fellow students at all times. CSUN expects its students and employees to conduct themselves in an honest and professional manner. Disrespectful activities such as inappropriate comments, texting, emailing, Internet surfing, or talking will result in a lower grade.

Any personal matters should be addressed during the professor’s office hours. Please do not rely on email or leaving phone messages. Please visit me during my Thursday and/or Friday office hours.

LATE WORK: All Late Museum/Quizzes will be graded down five to 5 points for each day late. No Midterm and Final make-up exams will be given unless documentation is provided substantiating a dire emergency. *Extra credit will be discussed in class and up-loaded on the class website.* All assignments must be completed to pass this class.

If you have any questions, concerns, or need clarification on any point, please check the syllabus again, contact a classmate, or email me.

Special Needs

Students with disabilities: “Students with disabilities must register with the Center on Disabilities and complete a services agreement each semester. Staff within the center will verify the existence of a disability based on the documentation provided and approved accommodations. Students who are approved for test taking accommodations must provide on Alternative Testing Form to their faculty member singed by a counselor in the center of Disabilities prior to making testing arrangements. The Center on Disabilities is located in Bayramian Hall, room 110. Staff can be reached at 818.677.2684. -

Center for Disabilities: http://www.csun.edu/cod/index.php

Library: http://library.csun.edu/

Career Center: http://www.csun.edu/career/

DRES, Disability Resources and Educational Services http://www.csun.edu/dres/index.php

Counseling: http://www.csun.edu/counseling/

Mike Curb, College of Arts Media, and Communication Advising: http://www.csun.edu/amc/GRADMusicApplication.html

CSUN’s Center for Disabilities Faculty Guide

Students with disabilities must discuss request for reasonable accommodation with instructor as early as possible. The Center on Disabilities is located in Bayramian Hall, room 110. Staff can be reached at 818.677.2684.-CSUN’s Center for Disabilities –Faculty Guide. Students with disabilities must discuss requests for reasonable accommodation with instructor as early as possible. If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please let me know as soon as possible.
Student Support Services: There is a list of student support services available on campus posted on the course Moodle page. I urge you to utilize these services.

Note: This is course calendar is tentative. All assignments are subject to change, so please do not make plans to go out of town based on these dates. It is your responsibility to stay current with assignments and due dates as well as any modifications posted on Moodle. All reading assignments must be completed prior to that day’s lecture. The schedule will sometimes overlap.

COURSE OUTLINE AND CALENDAR

Week 1
January 19

Introduction, Why Visual Literacy, theories and ways of seeing. What is Mass Media? What is art? How do they affect each other?

Week 2
January 26

Chapter 1, Why Visual Literacy, Start on Chapter 2.

Week 3
February 2

Chapter 2, The Roots of Western Culture. Prehistoric Cave Paintings, Ancient Sumer, to Gothic. Quiz #1, handed out/posted on Moodle. Group signups today!!

Week 4
February 9

Chapter 3, The Italian Renaissance, The Perspective Age, Brunelleschi, Masaccio Leonardo da Vinci, Michelangelo, and the Northern Renaissance. Quiz #1, DUE Hand in class (hard copy), Groups #1 and #2 Presentations.

Week 5
February 16


Week 6
February 23


Week 7
March 2

Continue on Chapter 6. Impressionism Post-Impressionism. DO NOT MISS THIS MIDTERM REVIEW!! Quiz #2, Midterm thesis statement, and outline will be returned with constructive feedback. Groups #7 and #8 Presentations.

Week 8
March 9

MIDTERM on FIRDAY MARCH 13,

Week 9
March 16

(It is recommended that all students make an office hour appointment for a Mid-term grade check-in. This Mid-term grade check-in meeting with the instructor is important for getting grade-related information such as attendance, participation, and any other important evaluation criteria.)

Week 10
March 23


Week 11
March 30

Chapter 9, Advertising. Representation of Women in Advertising; Groups #13 and #14 Presentations. Quiz #3, DUE- Hand in class (hard copy)
**Week 12**

**April 6**

April 6 - 11 Monday - Saturday Spring Recess; no instruction

**Week 13**

**April 13**


**Week 14**

**April 20**


**Week 15**

**April 27**

Chapter 12, *The Avant-Garde -Late 20th Century: Postmodernism*, Quiz # 4, DUE Hand in class.

**Week 16**

**May 4**

Chapter 13, *The Brave New World of the Computer*. Quiz #4, Final thesis statement and outline will be returned with constructive feedback today.

**DO NOT MISS THIS REVIEW!**

**FINAL, MAY 15, 2015 at 08:00 AM - 10:00 AM**

**For additional help:** If extenuating circumstances impact your performance or participation in class, it is your responsibility to contact me. I encourage all students to visit me during my office hours for any additional help. Do not wait to get behind course work! Come and visit me in my office. Please confirm your appointment (for my office hours) via email.