

A_RT 203-006L: Concepts, Creations & Children (HU)(XC)



Meeting Time: Mondays and Wednesdays 1:50 PM – 4:00PM (CDT)

Meetings Placement: S213 A/C

Instructor: JaeHan Bae (he/him/his), Ph.D.

Office: Room 526 A/C

E-mail: baej@uwosh.edu

Office Hours: Mondays, Wednesdays, and Thursdays 12:40-1:40 and by appointment/Online
office hours: Tuesdays and Fridays 8:00 – 10:10

Phone: (920) 424 7054 (office)

Side note: Special course fees may apply or Special technology course fee of \$10 will apply.

UW Oshkosh Land Acknowledgement Statement

We acknowledge the original inhabitants of this area, the Menominee and the Ho-Chunk nations. This land encompasses the three campuses of the University of Wisconsin-Oshkosh in the Lake Winnebago region. Please take a moment to honor these ancestral grounds and celebrate the resilience and strength that all Indigenous people have shown worldwide.

Anti-Racism, Diversity and Inclusive Teaching Statement

The concept of diversity is a commitment to acknowledging and celebrating the varied characteristics that make individuals unique. It entails embracing acceptance, respect, and understanding that each person's uniqueness enriches our learning experience. It's crucial to foster and safeguard diversity, creating an environment where equity and mutual respect are

integral. This class acknowledges that categories of difference can be fluid and respects the right to self-identification. It holds firm the belief that no one culture is intrinsically superior to another.

To enhance equity, I place great emphasis on recognizing each student's individuality and uniqueness in my teaching. I employ a range of teaching methods and assessment strategies that cater to distinct learning styles - be it visual, kinesthetic, written, or auditory - as well as to students' prior experiences and cultural backgrounds. I recognize that students arrive at the learning experience from different starting points due to their diverse backgrounds, experiences, and levels of knowledge. Providing a uniform teaching method to all students doesn't promote fairness or equality, as it doesn't consider the diverse needs and capabilities of each student.

To foster an inclusive, positive, and secure learning environment, I introduce classroom activities designed to nurture mutual respect and understanding. For instance, students might be asked to share personal stories associated with five visual culture items that hold significance to them. Through such activities, students (and I) gain a broader understanding of each other's diverse perspectives and come to appreciate how interpretations of visual culture can vary from person to person.

My aim for this class is to create a diverse, equitable, inclusive, positive, and dynamic learning environment. I aspire to develop egalitarian relationships with my students, without imposing my own political, philosophical, pedagogical, or aesthetic perspectives. I offer my teaching methods, publications, experiences, skills, and pedagogical knowledge as examples of professional practice in visual arts education and qualitative research. My ultimate goal is to ensure my class is a safe and welcoming space where all students feel valued, acknowledged, and are encouraged to pursue their intellectual curiosity, aesthetic sensibilities, and personal interests.

Artificial Intelligence (AI) Policy

You are welcome/expected to use Artificial Intelligence (AI) in this class. In fact, some assignments may require it. Learning to use AI is an emerging skill, so utilizing it to develop your assignment will help you learn to use this tool. Because of this, I will assume that all written work has been co-authored or entirely written by AI. Since much of the writing may be automated through AI, this also raises my expectations that you will adequately research the topic, provide valuable insight, resources, and citations in your work. I will grade your writing as I normally would, but your grade will be a reflection of your ability to harness these new technologies as you prepare for your future in a workforce that will increasingly require your proficiency with AI-assisted work. Although I will allow and even encourage the use of AI in this course, there may be times it is not allowed (e.g. team assignments, clinical observation note). If you will not be allowed to use AI it will be clearly labeled. I am happy to meet and help with these tools during office hours or after class. Just be aware of the following limits of AI:

- If you provide minimum effort prompts, you will get low quality results. You will need to refine your prompts to get good outcomes. This will take work.
- It is your responsibility to verify any information provided by generative AI. If it gives you a number or fact, assume it is wrong unless you either know the answer or can check it with another source. You will be responsible for any errors or omissions provided by the tool, so it works best for topics you understand.

- AI is a tool, but one that you need to acknowledge using. If you use AI in completing any coursework, you must explicitly acknowledge its use. Include a paragraph at the end of the assignment explaining its use and the specific prompts used to get the results. Failure to do so is in violation of [academic integrity policies](#).
- Your use of AI tools must be properly documented and cited to stay within university policies on [academic integrity](#).
- You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contains misinformation or unethical content).
- Be thoughtful about when this tool is useful. Don't use it if it isn't appropriate for the case or circumstance.

Course Overview

This course focuses on an elementary experience with basic art concepts, history, aesthetics, criticism, appreciation, and materials. By learning two-dimensional (2D), three-dimensional (3D), and digital art research skills and tool handling, students will be prepared to teach subsequent lessons of these skills in the following elementary education course: Teaching of Art (Art 355). This course (355) will also teach some historical, aesthetic and philosophical ramifications of visual art applications in the teaching of art.

Course Goals/Outcomes (Based on New Bloom's Taxonomy)

By the end of the course, students will be able to:

- **Understand** contemporary art concepts in visual arts through creating and interpreting art projects.
- **Create** their mixed/multimedia artwork in order to convey meanings and personal narratives.
- **Talk and write** about their own and others' artwork through class discussion.
- **Explore** artistic investigations and apply them to their future professions.

Course Policies

Attendance Policy:

Attendance is crucial for this course. While we understand unforeseen circumstances can arise, each student is granted only THREE excused absences without any point deductions. Please prioritize using this excuse for emergencies.

Point Deductions:

- After utilizing your one excused absence, the following point deductions will apply:
 - **5 points** will be deducted for each absence.
 - **2 points** will be deducted for arriving 10 minutes late.
 - **2 points** will be deducted if you leave class early without prior approval.

Important Notes:

- There will be no provision for make-up times.

- Handouts will not be provided, and significant concepts will not be revisited due to any student's absence.
- If you accumulate more than 5 absences, regardless of the reason, you will not pass this course.

Your commitment and punctuality are essential to ensure that you benefit fully from this course. We urge you to prioritize your attendance. The UW System and UWO have also put in place a number of policies and procedures designed to accommodate students called to active-duty military service (<https://www.uwosh.edu/veterans>) and I am happy to work with you should this occur.

Late Assignments: Assignment deadlines are intended to keep you on track with our course learning. Major visual art project assignments (as denoted on the syllabus) will be subject to a 10% grade deduction for each day late. As with our attendance policy, communication and flexibility will be key this semester. If you need an extension on an assignment deadline, please contact me (before the due date is preferred) to discuss options for an extension.

Accommodations: It is the policy and practice of myself and all UW Oshkosh to create an inclusive learning environment. If there are aspects of the instruction or design of this course that result in barriers to your inclusion, please notify me as soon as possible. You are also welcomed to contact the Accessibility Center at (920) 424-3100 or accessibilitycenter@uwosh.edu. For more information, visit the Accessibility website at <http://www.uwosh.edu/deanofstudents/accessibilitycenter>

Academic Misconduct

If you made academic misconduct in this course, you are automatically failed. Please refer to the website at <http://www.uwosh.edu/deanofstudents/university-polices-procedures/documents/ChapterUWS14.pdf> for more details.

The Following Disclosure Statement:

“Students are advised to see the following URL for disclosures about essential consumer protection items required by the Students Right to Know Act of 1990:
[https://uwosh.edu/financialaid/consumer-information/.](https://uwosh.edu/financialaid/consumer-information/)”

Requirements and Assessment (Total 100 points):

1. **Four Visual Arts Projects (VAP): 80 points**
 - a. Project 1: Five Senses Book (15 points)
 - b. Project 2: Autography & Fantasy Map Making (10 points)
 - c. Project 3: Social Justice Hexagons and Printmaking (25 points)
 - d. Project 4: Different Culture Food Making, Weaving Paper Mat, and Manu Book (30 points)
2. Four Art Project' Artist Statements: 20 points: 5 pts. each
3. **Attendance** (Read attendance policy above!) Deductive methods

Letter grades will be assigned using the following new grading points (pts) scale:

A = 93 points– 100 points	C = 73 – 76.9 pts
A- = 90 – 92.9 pts	C- = 70 – 72.9
B+ = 87 – 89.9 pts	D+ = 67 – 69.9
B = 83 – 86.9 pts	D = 63 – 66.9
B- = 80.0 – 82.9 pts	D- = 60 – 62.9
C+ = 77 – 79.9 pts	F = Below 59.9 pts

To succeed in this course, you should know the following:

- **Participation and Preparation:** Your participation and preparation in each online class discussion, your art presentation about your examples of artwork, and your willingness to share your ideas, skills, knowledge, and experiences will be evaluated. Meaningful learning can only occur when you get engaged in online class discussion. I will watch your participation, the number of your statements, and the quality of your thinking in order to assess your participation. Each student can talk about his or her thoughts and ideas.
- **Canvas:** All documents that I made are posted on Canvas in timely manners. You will submit all your assignments, worksheets, and art projects to Canvas. Here is information if you have trouble to access to Canvas: <https://uwosh.edu/canvas/canvas-help/> email: helpdesk@uwosh.edu and phone: 902-424-3020
- **Communication:** Please do not hesitate to contact me if you have any questions or concerns. I would like to meet with you during the class hours. If you have any questions, please send an e-mail, give me a call, or see me. As you know, mutual communication is the best way to solve problems and is a key for success in the course.

Bias Incident Reporting

A bias incident is any speech, behavior, expression, or action where an individual(s) is motivated by bias towards another person(s) based on their actual or perceived sexual orientation, race, religion, gender, gender identity and expression, language, disability status, class, ethnicity/national origin, size, age, etc. Examples include slurs/epithets, hate symbols, street harassment, bullying/cyberbullying, etc. A hate crime is a bias incident that has escalated to the level of a crime. If you experience or witness a bias incident you can fill out a bias incident report form where a team will review, collect the data, and also respond as appropriate. You can fill out the form anonymously or select to identify yourself. A confidential online Bias Incident/Crime form can be filled out at this website: <http://www.uwosh.edu/staff/bias-motivated-incident-crime-reporting-form>

Title IX Reporting <https://www.youtube.com/watch?v=AKC72NYkXQ>

Title IX is a federal civil rights law which prohibits sex discrimination, sexual violence, and sexual harassment in educational programs and activities receiving federal funding. If you believe a Title IX incident has occurred, you can report it. A report can be made in 2 ways: Confidential reports: Not shared with any other individuals or offices without your permission.

The offices which allow for confidential reporting include the Campus Victim Advocate, the Counseling Center, and the Student Health Center. 6 of 13 non-confidential reports: All other staff and faculty are required to submit reports, which go to the Title IX Coordinator (Director of Equal Opportunity & Access), Dean of Students, Director of the Counseling Center, and the Campus Victim Advocate. The University will investigate the incident and take appropriate action. You can make a report at any time through the UW Oshkosh online reporting at <https://uwosh.edu/titleix/> You have rights as a complainant.

Religious Holidays

Wisconsin law (Chapter 36.43) and UWO Faculty Policy require that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. Please see the link for more information: www.uwosh.edu/provost/Main%20Highlight/handbooks/online-faculty-staff-handbook/general-personnel-materials-faculty-and-academic-staff/gen-4-instructional-policies/part-b-classroom-teaching-policies/gen-4-b-16-religious-accommodation

UW Oshkosh Student Conduct Policy

UW Oshkosh Student Conduct Policy: All students enrolled in the course are required to adhere to the UWS 14, Wisconsin Administrative Code. In essence, this policy stipulates that you must complete and hand in your own work and not cheat on examinations. Those who violate the honor code will be subjected to appropriate university sanctions. I have decided that ordinary sanctions would include the student receiving a zero for that assignment or a significant reduction in grade on the assignment on which the violation occurred. However, depending on the circumstances, an F for the course or dismissal from the University may be appropriate for certain instances of academic misconduct. The specific language used in the university's policy pertaining to Academic Dishonesty may be found in sections Chapter UWS 14. · For more information, please visit: www.uwosh.edu/deanofstudents/university-policies-procedures/academic-misconduct · www.uwosh.edu/deanofstudents/university-policies-procedures/documents/ChapterUWS14.pdf

Academic Dishonesty/Plagiarism

In the learning environment, professional attitude begins in the classroom. For that reason, students and faculty will not tolerate or commit any form of academic dishonesty. Any form of deception in the completion of assigned work is considered a form of academic dishonesty. This includes, but is not limited to:

- Copying work from any source.
- Assisting, or allowing another to assist you, to commit academic dishonesty.
- Any attempt to share answers whether during a test or in the submittal of an assignment.
- Any attempt to claim work, data or creative efforts of another as your own.

- Resubmitting graded assignments for use in multiple classes (recycling your work).
- Knowingly providing false information about your academic performance to the college.

Plagiarism is defined as copying the language, phrasing, structure, or specific ideas of others and presenting any of these as one's own, original work; it includes buying papers, having someone else write your papers and improper citation and use of sources. When you present the words or ideas of another (either published or unpublished) in your writing, you must fully acknowledge your sources. Plagiarism is considered a violation of academic integrity whenever it occurs in written work, including drafts and homework, as well as for formal and final papers. To avoid plagiarism, do not "copy and paste" into assignments without using quotation marks and citing, in APA format, the source of the material.

University Resources

Academic Support of Inclusive Excellence (ASIE): The Division of Academic Support of Inclusive Excellence (ASIE) is dedicated to the academic growth and personal development of UW Oshkosh students comprising first-generation, low-income, students of color, women, and LGBTQ+ students. ASIE aims to empower and inform students, faculty, staff and the broader community to create an equitable, diverse and inclusive campus climate through outreach initiatives, educational programming, leadership opportunities and multicultural events. For more information, view the website (<https://uwosh.edu/asie/>), call 424-3080, email asie@uwosh.edu

American Indian Student Services: American Indian Student Services (AISS) is dedicated to helping Native American students grow academically and develop a stronger cultural identity. AISS provides leadership development, educational guidance and support, and offers cultural events that educate the campus and community. For more information, view the website (<https://uwosh.edu/aiss/>), call 424-3080, email asie@uwosh.edu

Resources for LGBTQ+ Students

1. [LGBTQ+ Resource Center](#)
2. [Counseling Center](#): Sara Curtis is the liaison to the LGBTQ+ Resource Center and runs the Counseling Center's Lavender Group.
3. [Trans Lifeline](#): "Trans Lifeline is a non-profit dedicated to the well-being of transgender people. We run a hotline staffed by transgender people for transgender people. Trans Lifeline volunteers are ready to respond to whatever support needs members of our community might have. "US: (877) 565-8860 and Canada: (877) 330-6366
4. [The Trevor Project](#): "The leading national organization providing crisis intervention and suicide prevention services" to LGBT youth: 866-4-U-TREVOR (866-488-7386) Also available for matters of less pressing urgency, they have a [support center](#) for trans* and gender identity questions.
5. [LGBT National Youth Talkline](#): We provide a safe space that is anonymous and confidential where young callers can speak on many different issues and concerns including, but not limited to, coming out issues, gender and/or sexuality identities, relationship concerns, bullying, isolation anxiety at school, family issues, HIV/AIDS concerns, safer sex information, suicide, and much more.
6. [Diverse & Resilient](#)
 1. Room to Be Safe is an online resource providing support for survivors of violence. The website offers information for survivors, family and friends, LGBTQ organizations, and service providers.
 2. The Rainbow Alliance for Youth (RAY) of Wisconsin focuses on building capacity, nurturing leadership, and strengthening collaborations to develop comprehensive programs addressing

the needs of LGBTQ youth in Wisconsin and throughout the country. By integrating LGBTQ youth programs into mainstream community efforts about prevention, youth, and social justice issues, RAY can focus on LGBTQ youth as leaders and resources to their community, maximizing their development and risk prevention as well as enhancing communities.

3. Healthy Youth is an evidence-based program that encourages lesbian, gay, bisexual, transgender, queer (LGBTQ), and allied youth to make healthy life choices about sexual health, relationships, and leadership. The program aims to increase confidence, motivation, sense of belonging, and knowledge of sexual health issues among LGBTQ and allied youth between the ages of 13 and 20.
4. Thinking Under the Influence (TUI) is an alcohol harm reduction program that equips LGBTQ young people and their allies (ages 14 to 24) with knowledge and skills to reduce the risks associated with using alcohol, as well as becoming informed about how the LGBTQ community is affected by alcohol.

Writing Center: The Writing Center helps students of all ability levels improve their writing. Trained peer consultants help writers understand an assignment, envision possibilities for a draft and improve their writing process. They even help writers learn to identify their own proofreading errors. Students can make a free appointment or stop by to see whether a consultant is available. For more information, view their website (<http://www.uwosh.edu/wcenter>), call 424-1152, email wcenter@uwosh.edu, or visit them in Suite 102 of the Student Success Center.

Reading Study Center: The Reading Study Center is an all-university service whose mission is to facilitate the development of efficient college-level learning strategies in students of all abilities. The center offers strategies for improved textbook study, time management, note-taking, test preparation, and test-taking. For more information, email readingstudy@uwosh.edu, view the website (<http://www.uwosh.edu/readingstudycenter>), visit them in Nursing Ed Room 201, or call 424-1031.

Polk Library: Polk Library/Information Literacy*: Polk Library offers many professional librarians who can help you find library resources for your research. Specifically, Ted Mulvey, the Information Literacy Librarian, is available to assist you as you access, evaluate, and use information in University Studies Program classes. Phone: 424-7329; email: mulveyt@uwosh.edu. You may also set up a research advisory session with a librarian at: rap@uwosh.edu. (Description written by Ted Mulvey)

Indigenous Student Support and Wellness (ISSW) is dedicated to helping American Indian students grow academically and develop a stronger cultural identity. ISSW provides leadership development, educational guidance and support, and offers cultural events that educate the campus and community. For more information, view the website (<https://uwosh.edu/issw/>).

Classroom Devices and Equipment

The classroom has a computer, projector, and document projector, screen, speakers, and an overhead projector. You are able to learn how to use these basic classroom devices and equipment for your future class. If you need more devices and equipment, please let me know beforehand.

Online Technology Support

Please visit our [Information Technology Help Desk website](#) to support your technology and useful tips for online courses. If you are not familiar with Canvas, please visit our university [Canvas website](#).

Accessibility Services

It is the policy and practice of UW Oshkosh to create an inclusive learning environment. If there are aspects of the instruction or design of this course that result in barriers to your inclusion, please notify me as soon as

possible. You are also welcomed to contact the Accessibility Center at (920) 424-3100 or accessibilitycenter@uwosh.edu. For more information, visit the [Accessibility website](#).

VETERANS SYLLABUS STATEMENT

Veteran, active duty, reserve, or national guard students with military-affiliated special circumstances (e.g., upcoming deployments, drill requirements, disabilities, VA appointments, etc.) should communicate these with as much notice as possible. I will work with you and / or put you in contact with the Veterans Resource Center at (920) 424-1804 or veterans@uwosh.edu or other University staff who are trained to assist you.

Art Supplies:

Department of Art will provide art supplies. I will introduce art supplies on our first day of class. Special course fees may apply or Special technology course fee of \$10 will apply.

Disclosure Statement: The following disclosure statement: “Students are advised to see the following URL for disclosures about essential consumer protection items required by the Students Right to Know Act of 1990:

[https://uwosh.edu/financialaid/consumer-information/.](https://uwosh.edu/financialaid/consumer-information/)”

ART 203 Calendar

Monday (M)
Wednesday (W)

Dates	In Class Activity	Due	Assignments for Next Class
9/6 (W)	❖ Greetings ❖ Overview of course syllabus and course requirements		
9/11 (M)	❖ Introduce our art project 1: Five Senses Book ❖ Discuss your ideas ❖ Work on the project		• Work on the project
9/13 (W) 9/18 (M) 9/20 (W)	❖ Workdays in Class		• Work on the project
9/25 (M)	❖ Presentation and Exhibition ❖ Announcement of the next project ❖ Extra time for working on Project 1	Submit your Project PPT and artist statement to Canvas	• Bring your idea for Project 2
9/27 (W)	❖ Introduce Project 2: Autobiography and Fantasy Map ❖ Discuss your ideas ❖ Work on your project		• Work on the project

10/2 (M) 10/4 (W)	❖ Workdays in Class		• Work on the project
10/9 (M) 10/11 (W) 10/16 (M)	❖ Workdays for printmaking for your symbols		• Work on the project
10/18 (W)	❖ Exhibition and Presentation ❖ Announcement of next project ❖ Extra workday	Submit your Project PPT and artist statement to Canvas	
10/23 (M)	❖ Introduce Project 3: Social Justice Hexagons and Printmaking ❖ Brainstorm and discuss your ideas of this project ❖ Working on the project		• Work on the project
10/25 (W) 10/30 (M) 11/1 (W) 11/6 (M)	❖ Workdays in class		• Work on the project
11/8 (W)	❖ Exhibition and Presentation ❖ Announcement of the next project ❖ Extra workday	Submit your Project PPT and artist statement to Canvas	• Bring your ideas for a new art project
11/13 (M)	❖ Introduce Project 4: Different Culture Food Making and Paper Weaving Mat ❖ Brainstorm and discuss your ideas		• Work on the project
11/15 (W) 11/20 (M)	❖ Workdays in class		
11/22 (W)	❖ No Class: Thanksgiving week		• Work on the project

11/27 (M) 11/29 (W) 12/4 (M)	❖ Workdays		• Work on the project
12/6 (W)	❖ Exhibition and Presentation ❖ Extra workday	Submit your Project PPT and artist statement to Canvas	
12/11 (M)	❖ All artwork exhibition ❖ Gallery walks		• Work on project
12/13 (W)	❖ Clean-up ❖ Pick up your artworks	Due date for your all-missing assignments	

Resources

- Five Senses Book
<https://lifeovercs.com/my-christmas-five-senses-book-free-printable/>
<https://www.fantasticfunandlearning.com/five-senses-books.html>
- Autobiography & Fantasy Map
[Ms. Lopez's Art Room](#)
[Video Tutorial 1](#)
[Another Video Instruction of Making Maps](#)
[How to Carve Your Symbols Video Tutorial](#)
- Social Justice Hexagons
[Video of Examples of Hexagon Project](#)
[How to fold hexagons from rectangles](#)
[Examples of Social Justice Issues](#)
[Video of Teen's Social Justice Issues](#)
[Foam Boarding Print Tutorial](#)
[Another Foam Boarding Print Tutorial](#)
- Different Culture Food, Paper Weaving Map, and Manu Book
[Clay Food Making and Coloring Tutorial Video](#)
[Mini Menu Book Tutorial Video](#)
[Another Mini Book Making Video with Cover](#)
[Paper Weaving Mat Tutorial Video](#)

Note: If any substantive changes are made in the course syllabus, such as changes in schedule or

assignments, notification will be provided in a timely manner and a revised syllabus made available. It is expected that the grading criteria, as distributed to the students, will be adhered to throughout the term.