



Department of Art and Design

ART 1000-ON6: Introduction to Art

2 units

Spring 2026

Meeting days/times: online asynchronous

Meeting location: online asynchronous

Final Exam: Friday (research paper)

INFORMATION	SPECIFICS FOR THE COURSE
Instructor title and name:	Danielle PUNCHES
Phone:	562.939.0169
Email:	dpunches@pointloma.edu
Office location and hours:	Zoom by appointment

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

General Education Mission

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and culture.

Course Description

This is an introductory course in which we will study the elements of art and principles of design, explore mediums that artists use, survey the history of Western art, and discuss important

themes in art. In short, this course will provide you with the tools to engage with art and design in a personally meaningful way.

This course is offered on a Quad basis and fulfills the PLNU F.E. requirement for "Seeking Cultural Perspectives" and is two credit hours.

Could This Course Really Matter?

Art is part of our daily lives. We are surrounded by it in the architecture of our environments, the design of websites, the images we hang on our walls, and unassuming works embedded in public places. Every day we make aesthetic choices and judgments, from getting dressed to choosing font styles and colors in our writing. *This course is designed to cultivate your visual literacy and its practical application.*

By the end of this course, you can make informed aesthetic decisions and judgments that affect the way you live. You don't need to be an art historian or an artist to appreciate and understand art. Armed with the skills developed in this course, *you will be able to analyze any work of art and derive meaning from it.*

True to PLNU's mission of educating the whole person, this course aims to nurture your intellectual growth as well as your spiritual growth. Together, we will explore how art can connect us to the great world around us, to one another, and to the majesty of God. I look forward to accompanying you on this journey, learning with and from you, and witnessing your communal, intellectual, and spiritual growth.

The Nature of Our Course Content

The subjects and material covered in this course are presented as objectively as possible and reflect the beliefs and practices of humans over thousands of years and many, many cultures. While we may not individually or collectively endorse certain beliefs, practices, or representations reflected in art, much can be gained from learning about different perspectives. This course, one of PLNU's Foundational Explorations electives for fulfilling Requirement IV, Exploring Arts and Culture, is intended to develop a "critical appreciation of human expression" in students. If you are concerned with a particular content area, please contact me directly, and we will discuss your concerns.

Course Learning Outcomes

Upon completion of this course, students will be able to...

1. Identify and discuss a variety of artistic movements and time periods (from prehistoric to modern), styles, techniques, conceptual issues, and traditions related to the history of art (including non-Western). (ILO 1; FELO 1 & 2)
2. Demonstrate basic knowledge of the elements of art and principles of design. (ILO 1; FELO 1 & 2)
3. Think and write critically about visual art, making intelligent and informed analyses and interpretations of works of art using appropriate terminology. (ILO 1; FELO 1 & 2)

General Education Learning Outcomes

Context 1: Learning, Informed by our Faith in Christ (ILO 1)

FELO 1a. Written: Students will be able to effectively express ideas and information to others through written communication.

FELO 1b. Oral: Students will be able to effectively express ideas and information to others through oral communication.

FELO 1c. Information Literacy: Students will be able to access and cite information as well as evaluate the logic, validity, and relevance of information from a variety of sources.

FELO 1d. Critical Thinking: Students will be able to examine, critique, and synthesize information in order to arrive at reasoned conclusions.

FELO 1e. Quantitative Reasoning: Students will be able to solve problems that are quantitative

in nature. **Context 2: Growing, In a Christ-Centered Faith Community (ILO 2)**

FELO 2a. Students will develop an understanding of self that fosters personal well-being.

FELO 2b. Students will understand and appreciate diverse forms of artistic expression. FELO

2c. Students will demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts.

Context 3: Serving, In a Context of Christian Faith (ILO 3)

FELO 3. Students will demonstrate an understanding of Christian Scripture, Tradition, and Ethics, including engagement in acts of devotion and works of mercy.

Institutional Learning Outcomes

1. Learning, Informed by our Faith in Christ

Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits of the mind that foster lifelong learning.

2. Growing, In a Christ-centered faith Community

Students will develop a deeper and more informed understanding of others as they negotiate complex professional, environmental, and social contexts.

3. Serving, In a Context of Christian Faith

Students will serve locally and/or globally in vocational and social settings.

Required Texts and Recommended Study Resources

Students are responsible for having the required course textbooks prior to the first day of class.

All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

Witte, D. J., Larmann, R. M., & Shields, M. K. (2022). *Gateways to art: Understanding the visual arts* (4th ed.). Thames & Hudson.

You are expected to read your text as it corresponds to the course content. Reading expectations are indicated in the weekly section overviews. You may purchase this book through the PLNU bookstore or online elsewhere.

Ebook: A digital version of this book is available at Amazon or W. W. Norton & Company, Inc. Available online or as a download. ISBN-13: 978-0500845066

Note: Students are responsible for having the required textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law. All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 2-unit class delivered over 8 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 75 total hours meeting the course learning outcomes. The estimated time expectations for this course are shown below:

Distribution of Credit Hours

ASSIGNMENTS	HOURS
Required Reading and Viewing Resources	30
Discussions	20
Weekly Assignments	15
Final Research Paper	5
Museum Artwork Critique	5
Total	75

Assessment and Grading

The course content and assignments are structured by week. Each week will have a corresponding

module and will be built around a specific theme. **Most weeks are structured as Mondays - Saturdays.** The *exception* is during holidays and the last week of the course, but stay tuned

Grading

This course includes a variety of assignments:

Discussion posts: Discussion posts allow our class to virtually have conversations about important topics in art. Not only do discussions help you to formulate your thoughts and challenge you to engage your critical thinking skills, but they also help us learn from each other. By replying to your classmate's posts, we can create a dialogue that prompts reflection and collaborative thinking.

Individual Assignments: Individual Assignments are intended to apply what you have learned throughout the week and are a formative assessment.

Group projects: Group projects are intended to give you a chance to work with a classmate to tackle larger, more challenging projects. Since we only have a few weeks to cover a lot of content in this course, working with a classmate offers an opportunity to learn more in-depth topics through collaboration.

Essays: We have two assigned essays in this course: a museum critique essay and a final research paper. While these two essays make up a good portion of your final grade, we will complete several smaller assignments leading up to your papers to support your research, so that you feel confident in your ability to do your best work on these papers.

This course uses weighted grades. Each assignment category is worth a certain percentage of the total grade (100%) for the course, as specified in the table below:

Assignments	Weight
Discussions	45
Individual Assignments	15
Group Projects	20
Essays	20

Total 100%

Your grades will be posted in the Canvas Grades area no later than Tuesday evening of each week beginning in Week Two of this course. It is important to read the comments posted in the Grades area, as these comments are intended to help you improve your work. Final grades will be posted within two weeks following the completion of the Final Exam.

Standard Grade Scale Based on Percentages

The following grading scale will be used for all exams and final course grades:

98 – 100% = A

93 – 97% = A

90 – 92% = A
88 – 89% = B+
83 – 87% = B
80 – 82% = B
78 – 79% = C+
73 – 77% = C
70 – 72% = C
68 – 69% = D+
63 – 67% = D
60 – 62% = D
Below 59% = F

Expectations

What I can expect from you

Time Commitment: This course will require approximately 70-75 hours of your time over the next 8 weeks. If you do not have at least 12 -15 hours per week to devote to this course, please drop the course as soon as possible as there is a waitlist of students who wish to enroll. You are expected to log into Canvas Monday through Friday to learn course material, participate in activities and discussions, submit assignments, and check your email daily for announcements.

Group Discussions: In order to build a sense of community and to provide you with the opportunity to learn from one another, there are discussions included in our course. Please be respectful of one another's ideas and at the same time, challenge one another to grow intellectually.

Museum/Art Interaction: An important assignment for this course requires that you visit an art museum in person, or find a mural/street art installation and write a critique based on a work. Please plan accordingly.

Reading and Viewing: You are expected to read your text and informational videos as it corresponds to the course content.

What you can expect from me

You can expect me to work hard to facilitate your learning, be available to help you individually on an as-needed basis, and be dedicated to your success. I will regularly post announcements for our class and will answer questions concerning assignments and course content. I will make my best efforts to respond to your inquiries within 24 hours, M-F. Please be patient and know that I am responding to lots of students.

Final Examination Policy

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Traditional Undergraduate Records: Final Exam Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized

to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

Content Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In [class name], all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include [list topics]. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

Trigger Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In [class name], we will cover a variety of topics, some of which you may find triggering. These topics include [list topics]. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

Incompletes and Late Assignments

Late Work

Given the nature of our course - both online and brief - it is essential that you stay on top of your coursework. I do understand that life can be complicated and that there are unpleasant surprises. However, *any work that is turned in late will automatically receive a penalty grade of -10% per day that it is late. Work that is more than 3 days late will not be accepted. Your final project will not be accepted if it is late at all.*

If there are extenuating circumstances that prevent you from turning in your work on time, we can discuss your situation individually and you will be required to provide me with proper documentation, at my discretion, in order for the work to be accepted. An example of a valid excuse is your hospitalization.

An example of an invalid excuse is that you had to work late or that your plane was delayed. Plan in advance so that you are not trying to submit work at the 11th hour when technical problems seem to inevitably arise.

Spiritual Care

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If you have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.]

PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the

University Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

Artificial Intelligence (AI) Policy

Note: Point Loma Nazarene University supports academic integrity and the thoughtful integration of emerging technologies, including artificial intelligence (AI), in the learning process. Below are three sample statements reflecting varying levels of AI use permitted in this course. Faculty may select, adapt, or delete as appropriate.

The use of Artificial Intelligence (AI) tools (e.g., ChatGPT, iA Writer, Marmot, Botowski, GrammarlyGo, Perplexity, etc.) is prohibited in this course for any aspect of your work, including idea generation, drafting, editing, or final submissions. This course is designed to assess your independent critical thinking, writing, and research skills without the assistance of AI technologies. Violations of this policy will be treated as breaches of academic integrity.

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2533). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. Professors are able to view a student's approved accommodations through Accommodate.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

Language and Belonging*

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good

writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources at www.pointloma.edu/nondiscrimination.

Sexual Misconduct and Discrimination

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/Title-IX.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias

PLNU Course Modality Definitions

1. Online Courses: These are courses with class meetings where all instruction and interaction is fully online.
 - a. Synchronous Courses: At least one class meeting takes place at a designated time.
 - b. Asynchronous Courses: All class meetings are asynchronous.
2. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
3. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).

In some courses, a portion of the credit hour content will be delivered asynchronously and attendance will be determined by submitting the assignments by the posted due dates. See [Academic Policies](#) in the Undergraduate Academic Catalog.

Asynchronous Attendance/Participation Definition

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

Use of Technology

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [*Technology and System Requirements*](#) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible nor allowable) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

Loma Writing Center

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- [Appointment Calendar](#)
- [Website](#)
- Email: writingcenter@pointloma.edu

Lomabooks Instructions for Students:

For both digital and print materials, please add these student instructions to your syllabus and Canvas Course. Prior to the start of class, the PLNU Bookstore will also be sharing student instructions in a standalone email on how to access their content.

*This course is part of our course material delivery program, **LomaBooks**. The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrated into Canvas.*

You should have received an email from the bookstore confirming the list of materials that will be provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pick up or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your materials.

*For more information about **LomaBooks**, please go: [HERE](#)*