

ART 1301.001 Honors Art Appreciation Fall 2026

Course Syllabus

Course Information

Monday and Wednesday 8:00 am-9:20 am at room ART 280

Instructor: Panpan Yang

Office Hours: Monday 11:00 am-12:00 pm at Art 221 or by appointment

Phone: 4699547484

Email: Panpan.Yang@unt.edu

Course Description:

This course introduces the basic concepts and vocabularies of the visual arts worldwide, designed to expand aesthetic growth and involvement with the visual world. It provides a history and analysis of Western art with reference to non-Western cultures. This Honors course emphasizes inquiry-based learning, interdisciplinary thinking, creative practice, museum engagement, and collaborative dialogue through studio activities, reflective writing, and project-based learning.

Required References:

Mark Getlein, Kelly Donahue-Wallace. *Living with Art*. (2008). McGraw Hill. (Any edition is fine.)

Kampen-O'Riley, M. (2002). *Art beyond the West*. Pearson Higher Ed. McGraw Hill. (Any edition is fine.)

(Both textbooks are available on reserve at Willis Library with a two-hour loan period.)

Recommended References:

Debra J. DeWitte, Ralph M. Larmann, and M. Kathryn Shields. (2012). *Gateways*. Thames & Hudson. Dowd, A. S., & Milbrath, S. (2015). Maya Architectural Hierophanies. *Cosmology, calendars, and horizon-based astronomy in ancient Mesoamerica*, 37-75.

Torres, A. J., Alberto, J. M. C., Guieb, A. P. J., Paray, A. D., & Villarama, J. A. (2025). Language, Identity, and Ethics in AI-driven Art: Perspectives from Human Artists in Digital Environments. *Language, technology, and Social media*, 3(1), 17-29.

Estrada Gonzalez, V., Youn, N., Cardillo, E. R., & Chatterjee, A. (2026). Slow-looking enhances aesthetic experience. *The Journal of Positive Psychology*, 21(4), 750-760.

Hetland, L., Winner, E., Veenema, S., & Sheridan, K. M. (2013). Studio Thinking 2: The Real Benefits of Visual Arts Education.

Mason-Gunning, J. (2026). *Printmaking: A Step-By-Step Studio Guide*. Bloomsbury Publishing.

Lees-Maffei, G., & Sandino, L. (2004). Dangerous Liaisons: Relationships Between Design, Craft and Art. *Journal of design history*, 17(3), 207-219.

González, J. A., Chavoya, C. O., Noriega, C., & Romo, T. (2019). *Chicano and Chicana Art*. Durham: Duke University Press.

(All relevant chapters have been uploaded to Canvas; you can view them under "Modules.")

Required equipment:

Students should have reliable internet access and a device capable of accessing Canvas and online course materials (such as a laptop, desktop computer, or tablet).

Course Objectives

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

1. Develop visual literacy by applying the elements of art, principles of design, and visual analysis to interpret and communicate ideas through artworks, museum experiences, and creative practice.
2. Examine art from global and interdisciplinary perspectives by exploring how diverse cultures express identity, belief, community, and relationships with the natural and social world through

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artistic practices.

3. Analyze and discuss works of art using appropriate art vocabulary, historical and cultural contexts, and critical inquiry in both written and oral forms.
4. Engage in creative inquiry and reflective practice through sustained observation, experimentation, workshop activities, and the development of a semester-long Visual Journal.
5. Create, curate, and present original artistic work by participating in collaborative exhibition planning, developing artist statements, and communicating ideas to diverse audiences.
6. Synthesize learning through critical reflection by connecting course experiences, museum visits, creative projects, and contemporary issues in an analytical and reflective research paper.

Course Structure

This class meets every Monday and Wednesday from 8:00 am-9:20 am at room ART 280. The format of this course will be a combination of lectures, in-class discussions and activities, and writing assignments. During class meetings, we will be engaged in activities, discussions, projects, and mini lectures to apply and solidify what you have learned. You will read, talk, and collaborate throughout the semester.

Course Assessment

1. **Attendance and Participation** (50 points): Students are expected to come to class on time and engage in the class discussion and group activities. Lateness and unexcused absences and notification are not acceptable. Absences will be excused if they are accompanied with official notification from a doctor or from the university.
2. **Discussion post assignment** (12 x 25 = 300 points): There will be the following options to complete each assignment each week. The assignments are posted in the Discussion Section on Canvas.
 - 1) Text Response. You can answer or respond to the questions in words, and you can analyze one example to support your argument. (Minimum 150 words).
 - 2) Artistic Diagram: Use the diagram or any other visual ways to visualize and highlight the information and ideas you get from the reading.
 - 3) Small creative work, create a small project based on the theme and reflection of the questions.

3. **Final Assignments** (3 x 50 = 150 points):

Project 1: Visual Journal (50 points)

Throughout the semester, students will maintain a Visual Journal that documents their observations, sketches, reflections, museum visits, workshop experiences, discussion ideas, and creative explorations. The Visual Journal serves as an ongoing record of each student's learning, creative inquiry, and evolving visual thinking rather than a finished sketchbook.

Students may develop their Visual Journal around one overarching theme or allow it to evolve organically throughout the semester. While each journal will reflect individual interests and perspectives, entries should demonstrate thoughtful connections to course concepts, artworks, museum experiences, workshops, class discussions, and independent creative inquiry.

Students are encouraged to explore a variety of visual and written formats, including sketches, drawings, photographs, collected materials, color studies, annotations, and reflective writing to document their learning and artistic development.

Students are encouraged to choose a personally meaningful theme that connects with ideas explored throughout the course. Possible themes include, but are not limited to:

Nature and Ecology / Identity / Memory / Home and Place / Community / Belief and Spirituality / Food and Culture / Technology and AI / Everyday Objects / Dreams / Social Justice / Migration / Family / Time / Personal Growth

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(Students may also propose another theme with instructor approval. Selected pages from the Visual Journal will be shared during the Visual Journal Presentation near the end of the semester.)

Project 2: Themed Creative Art Exhibition (50 points)

Working individually or in pairs, students will develop an original creative project inspired by one or more themes explored throughout the course. Projects may take the form of painting, drawing, collage, sculpture, photography, digital media, animation, poetry, music, video, installation, or other interdisciplinary work.

Throughout the semester, students will participate in the complete creative and curatorial process by developing an exhibition proposal, creating and refining their artwork, documenting their progress, preparing artwork labels or artist statements, and presenting their work in the final public exhibition.

Project 2 will be evaluated in three stages:

Exhibition Proposal (10 points): Submit the exhibition theme, project concept, and curatorial rationale.

Project 2 Checkpoint (Work in Progress Photo) (10 points)

Final Creative Art Exhibition (30 points): Submit the completed artwork and participate in the final exhibition presentation.

Project 3: Analysis and Reflection Paper (50 points)

Students will write a 5–6-page Analysis and Reflection Paper examining how their understanding of art has evolved throughout the semester. Drawing upon course discussions, museum visits, workshops, the Visual Journal, and the Themed Creative Art Exhibition, students will analyze artworks, reflect on their own creative process, and connect their experiences to broader artistic, cultural, and contemporary issues explored throughout the course.

The paper should demonstrate critical thinking, visual analysis, thoughtful reflection, and the ability to synthesize ideas, rather than simply summarizing class activities.

Project 3 will be evaluated in two stages:

Paper Outline (10 points): Submit a working title, thesis statement, outline, and preliminary references for instructor feedback.

Final Analysis and Reflection Paper (40 points): Submit the completed 5–6-page paper demonstrating critical analysis, visual interpretation, and reflective engagement with course themes.

4. **Extra Credit** (3 x 5 = 15 points) Students may earn up to 15 extra credit points by completing optional Honors Reflection assignments that encourage independent inquiry, personal reflection, and interdisciplinary thinking beyond the required coursework.

Students may complete one, two, or all three of the following reflections:

A. Rethinking Artistic Traditions

Why do artists challenge artistic traditions?

B. Looking Back, Looking Forward

Looking back at your Visual Journal, how has your understanding of art changed since Week 1?

C. What Does Art Mean to Me Now?

Reflect on how your definition of art has evolved throughout the semester by drawing connections among course discussions, museum experiences, creative projects, and personal artistic inquiry.

Each reflection is worth 5 points and should demonstrate thoughtful synthesis of the course rather than simply summarizing class activities. Responses may be submitted as a written essay (minimum 250 words) or as a creative response accompanied by a brief written reflection.

Detailed instructions will be available on Canvas.

(Specific information will be provided it on Canvas.)

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Course Project Progression

Weeks	Assignment	Outcome
1–12	Weekly Discussions	Develop ideas and critical thinking
2–14	Visual Journal	Document observation and reflection
11–17	Themed Exhibition Project	Create and communicate artistic ideas
9–17	Analysis & Reflection Paper	Synthesize learning and reflect

Each assignment builds upon previous course experiences. Weekly discussions contribute ideas to the Visual Journal. The Visual Journal supports the Exhibition Project, while both projects provide evidence and reflection for the final Analysis and Reflection Paper.

Grading

A = 450-500; B = 400-449; C = 350-399; D = 300-349; F = 0-299

Category	Percentage	Points
Attendance & Participation	10%	50 pts
Discussion Assignments	60%	300 pts
Final Projects 1-3	30%	150 pts
Total	100%	500 pts

Each assignment will receive a point value according to its associated grading rubric. Detailed rubrics describing expectations for Discussions, Projects, Presentations, and Written Assignments are available on Canvas before each assignment opens. Students are encouraged to review the rubric before beginning each assignment.

Assignment Grade Scale

50-point Assignments (Project 1, Project 2, and Project 3)

A = 45-50; B = 40-44; C = 35-39; D = 30-34; F = 0-29

30-point Assignment (Final Creative Art Exhibition)

A = 27–30; B = 24–26; C = 21–23; D = 18–20; F = 0–17

25-point (Discussion)

A = 23-25; B = 20-22; C = 18-19; D = 15-17; F = 0-14

10-point Assignments (Proposal, Outline, and Checkpoint)

A = 9-10; B = 8; C = 7; D = 6; F = 0-5

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Course Schedule

Schedule	Theme	Due
Week 1 Monday, Aug. 17	Introduction - Syllabus	
Week 1 Wednesday, Aug. 19	What is Art, Art Appreciation? (<i>Living with Art</i> Chapter 1-3)	Assignment Discussion 1: What makes something a work of art? Due on Canvas before 11:59 pm on Sun., Aug. 23
Module 1 Visual Language		
Week 2 M, Aug. 24	Visual Elements (<i>Living with Art</i> Chapter 4)	
Week 2 W, Aug. 26	Slow Looking Practice Introduction to the Visual Journal (Introduce the project, showcase examples, and select a topic.) (Example: <i>Gateways</i> - Journal & Panpan's Visual Journal)	Assignment Discussion 2: How do artists see, observe, and communicate through visual language? Due on Canvas before 11:59 pm on Sun., Aug. 30
Week 3 M, Aug. 31	Principles of Design (<i>Living with Art</i> Chapter 5)	
Week 3 W, Sep. 2	Art-making Studio-Partner Portrait Challenge	Assignment Discussion 3: How do artists organize visual elements to communicate meaning? Due on Canvas before 11:59 pm on Sun., Sep. 6
Week 4 M, Sep. 7	Labor Day— No Class	
Week 4 W, Sep. 9	UNT Art Gallery Observation Visual Journal Entry #1 - On-site observation record	Assignment Discussion 4: How does seeing an artwork in person differ from seeing it online? Due on Canvas before 11:59 pm on Sun., Sep. 13
Week 5 M, Sep. 14	Media and Materiality (<i>Living with</i>	

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	<i>Art Chapter 6-10)</i>	
Week 5 W, Sep. 16	Digital Art and AI (<i>Language, Identity, and Ethics in AI-driven Art: Perspectives from Human Artists in Digital Environments, 17-29.</i>)	Assignment Discussion 5: How do materials and technologies influence artistic expression? Due on Canvas before 11:59 pm on Sun., Sep. 20
Week 6 M, Sep. 21	Artistic Process (<i>Studio Thinking 2: The Real Benefits of Visual Arts Education</i>)	
Week 6 W, Sep. 23	Printmaking Workshop (<i>Printmaking: A Step-by-Step Studio Guide</i>) Visual Journal Entry #2 - Record of the Creative Process	Assignment Discussion 6: Why is the artistic process as important as the finished artwork? Due on Canvas before 11:59 pm on Sun., Sep. 27
Module 2 Global Perspectives		
Week 7 M, Sep. 28	Art and Identity - African Art (<i>Art beyond the West Chapter 2</i>)	
Week 7 W, Sep. 30	Art Analysis Workshop Review of Visual Elements and Principles of Design (Important in-class review before submitting the Art Analysis assignment)	Assignment Discussion 7: How does art express personal or cultural identity? Due on Canvas before 11:59 pm on Sun., Oct. 4
Week 8 M, Oct. 5	Art and Belief - Islamic Art (<i>Living with Art Chapter 18</i>)	
Week 8 W, Oct. 7	Guest Speaker: Nasrin Tork (Middle Eastern Art)	Assignment Discussion 8: How do belief systems influence artistic traditions? Due on Canvas before 11:59 pm on Sun., Oct. 11
Week 9 M, Oct. 12	Art and Community - Indian and Southeast Asian Art (<i>Art beyond the West Chapter 3</i>)	
Week 9 W, Oct. 14	Reflective Writing Workshop	Assignment Discussion 9: How does art strengthen

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	Introduction to Project 3: Analysis and Reflection Paper	communities and preserve cultural traditions? Due on Canvas before 11:59 pm on Sun., Oct. 18
Week 10 M, Oct. 19 Art and Nature	Art and Nature - East Asia (<i>Living with Art</i> Chapter 19)	
Week 10 W, Oct. 21	Traditional Chinese Art Workshop (<i>Art beyond the West</i> Chapter 4) Global Comparison Activity Visual Journal Entry #3 - Cross-cultural experience	Assignment Discussion 10: How do different cultures express beliefs, identities, and relationships through art? Due on Canvas before 11:59 pm on Sun., Oct. 25
Module 3 Cultural Dialogue		
Week 11 M, Oct. 26	Indigenous Knowledge and Place - Pacific Island Art & Maya Civilization (<i>Art beyond the West</i> Chapter 6; Maya Architectural Hierophanies)	
Week 11 W, Oct. 28	Art, Craft & Design (<i>Dangerous Liaisons: Relationships Between Design, Craft and Art</i>) Introduction to Project 2: Exhibition Project (group assignments, requirements)	Assignment Discussion 11: Writing an Artist Statement - How can an artist statement help communicate ideas across cultures and communities? Due on Canvas before 11:59 pm on Sun., Nov. 1
Week 12 M, Nov. 2 American Voices	American Narratives (How American Art Tells the Story of Nation, History, and Culture) (<i>Art beyond the West</i> Chapter 7) Peer Review - Artist Statement	
Week 12 W, Nov. 4	Chicano Voices (How Mexican-American art responds to, complements, or challenges these narratives.) (<i>Chicano and Chicana Art</i> Introduction)	Assignment Discussion 12 : How does art foster dialogue across cultures and communities? Due on Canvas before 11:59 pm on Sun., Nov. 8

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	Project 3: Paper Topic Check	
Module 4 Contemporary Issues		
Week 13 M, Nov. 9	Modernism: Why Modern Art Changed Everything (<i>Living with Art Chapter 21</i>)	Extra Credit A - Rethinking Artistic Traditions: Why do artists challenge artistic traditions? Due on Canvas before 11:59 pm on Tuesday, Nov. 10
Week 13 W, Nov. 11	Art Since 1945 (<i>Living with Art Chapter 22</i>) Visual Journal Check (Bring 5–8 completed pages for feedback)	Project 2: Exhibition Proposal (Submit the Theme, Concept, Medium, Audience, Curatorial Rationale.) Due on Canvas before 11:59 pm on Sun., Nov. 15
Week 14 M, Nov. 16	Contemporary Issues in Art (AI, Climate, Identity, Public Art, Activism) (<i>MoMA</i>) Visual Journal Entry #4: Contemporary Issues Reflection	
Week 14 W, Nov. 18	Visual Journal Presentations	1- Project 3: Paper Outline 2- Project 1: Visual Journal Due on Canvas before 11:59 pm on Sun., Nov. 22
Week 15 M, Nov. 23	Thanksgiving Break	
Week 15 W, Nov. 25	Thanksgiving Break	
Module 5 Curatorial Practice		
Week 16 M, Nov. 30	Museum Day	
Week 16 W, Dec. 2	Curatorial Practice Workshop(Installation, labeling, and display method) Project 3 Paper Q&A	1- Extra Credit C - What Does Art Mean to Me Now? 2- Extra Credit B - Looking Back, Looking Forward: Looking back at your Visual Journal, how has your understanding of art changed

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		since Week 1? Due on Canvas before 11:59 pm on Wed., Dec. 2 3- Project 2 Checkpoint (Work in Progress Photo) Due on Canvas before 11:59 pm on Wed., Dec. 2
Final Examination Period (Saturday, Dec. 5, 8:00–10:00 a.m., Art 280)		
Week 16 Sat., Dec 5	Project 2: Themed Creative Art Exhibition Presentations	1- Project 2 2- Project 3 Due on Canvas before 10:00 a.m. on Sat., Dec. 5

Pay close attention to the Course Schedule as it contains weekly readings, assignment instructions, and due dates. These are also embedded into the Lessons. Additionally, the exam week schedule is based on the school's [Fall 2026 Final Exam Schedule](https://registrar.unt.edu/exams/final-exam-schedule/fall.html) (<https://registrar.unt.edu/exams/final-exam-schedule/fall.html>). Note: I reserve the right to add, delete, or revise segments of this course or syllabus and associated due dates. Pay attention to the Course Announcements and email your questions as soon as they arise.

Attendance Policy

Attendance is expected because this course includes significant in-class activities that cannot be completed remotely. **Attendance will be recorded through Canvas at the beginning of each class meeting.** Students must be present when attendance is taken.

Students may have up to **three (3) unexcused absences** without penalty. Beginning with the fourth unexcused absence, **two (2) points** will be deducted from the 50-point Attendance and Participation grade for each additional unexcused absence. Three late arrivals or early departures are equivalent to one unexcused absence. Absences due to documented illness, university-sponsored activities, religious observances, or other university-approved reasons will be excused in accordance with university policy.

Late work policy

Late work is generally not accepted unless prior arrangements have been made or documented emergencies occur.

Students are strongly encouraged not to wait until the last minute to submit assignments, as technical difficulties may occur.

Helpful Resources

UNT Learning Center: The UNT Learning Center is an amazing department filled with amazing people – all here to help you, the student, maximize your potential in college and beyond. Not only do they provide us with our Supplemental Instructors, they also offer free of charge a

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number of services such as tutoring, academic coaching, study and learning workshops, speed reading, campus resources, and a number of other academic success-related topics! Check them out here: <https://learningcenter.unt.edu/>

UNT Writing Lab: Another awesome resource available to students is the UNT Writing Lab.

Need a refresher course in academic writing or some quick links for your next paper:

<https://writingcenter.unt.edu/index.html>

Off-campus and struggling with academic paper writing? Check out their online tutoring link here:

<https://writingcenter.unt.edu/online-tutoring>

Dean of Students: We are all human, and sometimes life happens. If you are experiencing a personal or family crisis which is affecting your success as a student here at UNT, please check out the resources here at UNT: <http://deanofstudents.unt.edu/resources>

If you have fallen behind in course work and need help, please do not wait until it is too late!

Contact me either in Canvas or at Panpan.Yang@unt.edu so I can put you in touch with the appropriate contacts and resources to get you back on track for the remainder of the course.

University Policies

Academic Integrity

Academic Integrity Standards and Consequences: According to [UNT Policy 06.003](#), Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

Every student in my class can improve by doing their own work and trying their hardest with access to appropriate resources. Students who use other people's work without citations will be violating UNT's Academic Integrity Policy. Please read and follow this important set of [guidelines for your academic success](#) (<https://policy.unt.edu/policy/06-003>). If you have questions about this, or any UNT policy, please email me or come discuss this with me during my office hours.

ADA Policy

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the [Office of Disability Access website](#) (<https://studentaffairs.unt.edu/office-disability-access/>). You may also contact ODA by phone at (940) 565-4323.

Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under

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applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit [UNT's Code of Student Conduct](https://policy.unt.edu/policy/07-012) (<https://policy.unt.edu/policy/07-012>) to learn more.

Access to Information - Eagle Connect

Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](https://it.unt.edu/eagleconnect) (<https://it.unt.edu/eagleconnect>).

Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the [SPOT website](http://spot.unt.edu/) (<http://spot.unt.edu/>) or email spot@unt.edu.

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Survivor Advocacy

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-5652648.

Use of Student Work

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student

work without the student's permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student's written permission.

Academic Support & Student Services

Student Support Services

Mental Health

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) (<https://studentaffairs.unt.edu/student-health-and-wellness-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [UNT Care Team](https://studentaffairs.unt.edu/dean-of-students/programs-and-services/care-team/index.html) (<https://studentaffairs.unt.edu/dean-of-students/programs-and-services/care-team/index.html>)
- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/clinic-services/psychiatry.html) (<https://studentaffairs.unt.edu/student-health-and-wellness-center/clinic-services/psychiatry.html>)
- [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/student-counseling/services/individual-counseling.html) (<https://studentaffairs.unt.edu/counseling-and-testing-services/student-counseling/services/individual-counseling.html>)

Below is a list of additional resources regarding pronouns and their usage:

- o [What are pronouns and why are they important?](#)
- o [How do I use pronouns?](#)
- o [How do I share my pronouns?](#)
- o [How do I ask for another person's pronouns?](#)
- o [How do I correct myself or others when the wrong pronoun is used?](#)

Additional Student Support Services

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- [Registrar](https://registrar.unt.edu/registration/) (https://registrar.unt.edu/registration/)
- [Financial Aid](https://financialaid.unt.edu/) (https://financialaid.unt.edu/)
- [Student Legal Services](https://studentaffairs.unt.edu/dean-of-students/programs-and-services/student-legal-services/index.html) (https://studentaffairs.unt.edu/dean-of-students/programs-and-services/student-legal-services/index.html)
- [Career Center](https://careercenter.unt.edu/index.html) (https://careercenter.unt.edu/index.html)
- [Multicultural Center](https://exhibits.library.unt.edu/multicultural-center/) (https://exhibits.library.unt.edu/multicultural-center/)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services/) (https://studentaffairs.unt.edu/counseling-and-testing-services/)
- [Pride Alliance](https://titleixeo.unt.edu/equal-opportunity-resources.html) (https://titleixeo.unt.edu/equal-opportunity-resources.html)
- [UNT Food Pantry](https://studentaffairs.unt.edu/desresources/programs/food-pantry/index.html) (https://studentaffairs.unt.edu/desresources/programs/food-pantry/index.html)

Academic Support Services

- [Academic Resource Center](https://www.unt.edu/academics/index.html) (https://www.unt.edu/academics/index.html)
- [Academic Success Center](https://www.unt.edu/success/asc) (https://www.unt.edu/success/asc)
- [UNT Libraries](https://library.unt.edu/) (https://library.unt.edu/)
- [Writing Lab](https://writingcenter.unt.edu/) (https://writingcenter.unt.edu/)

Syllabus Change Policy

The instructor reserves the right to make reasonable changes to the course syllabus, schedule, assignments, or due dates as necessary. Students will be notified of any changes through Canvas announcements and/or UNT email. Students are responsible for checking Canvas and their UNT email regularly for course updates.