NORTH LAKE COLLEGE
5001 N. MacArthur Blvd.
Irving, Texas 75038-3899
DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

COURSE SYLLABUS
SUMMER 1 2012
Fine Arts Appreciation—HUMA 1315.7001—CENTRAL (MAIN) CAMPUS
ABST DIVISION—Arts, Business, Sports Science Technology
Location: T135, Telephone: 972.273.3450

This course syllabus is intended as a set of guidelines for HUMA 1315 Both North Lake College and your instructor reserve the right to make modifications in content, schedule, and requirements as necessary to promote the best education possible within prevailing conditions affecting this course.

Instructor Information:
Brenda Parker-Braswell bep7490@dcccd.edu
Office- 972-273-3570 (Central)
Office—P-250 (Central) MY OFFICE IS IN THE DANCE STUDIO WALK INTO DANCE STUDIO AND YOU WILL SEE MY OFFICE.
214 502 5332 cell- do not text me!***

Office hours:
MTWR-8:45-9:45am  P250 FOR SS2 ONLY
MTWR-7:30AM-8:30 AM FOR WINTERMESTER AND SUMMER 1
AND ALWAYS BY APPOINTMENT

Course Information
Course title: Fine Arts Appreciation
Course number: HUMA 1315
Section number: 7006
Credit hours: 3 credit hours
Class meeting time: 9:45-11:45AM T234
Course description: Humanities 1315, is a course designed as an introduction to the Arts: such as Music, Visual, Theatre, Dance, Architecture, and Cinematic. This course focuses on the study and appreciation of the fine and performing arts and the ways in which they reflect the values of civilization.

Course pre-requisites: Developmental Reading and Writing 0093 or English as a Second Language (ESOL) 0044 or have met the Texas Success Initiative (TSI) standard in Reading and Writing.
A Required Textbooks and Materials

The Humanities through the Arts, 8/e

Computer access required—additional materials available online

Can also purchase the codes from your instructor

COURSE INTENTION:
This course hopes to open the student’s eyes, ears and heart to the arts. The end goal of the course is to develop excellent competency skills and to ignite the desire to create and appreciate the Fine Arts in all of its various forms.

Course Objectives: (Exemplary Education Objectives)

1. To demonstrate awareness of the scope and variety of works in the arts and humanities;
2. To understand those works as expressions of individual and human values within an historical and social context.
3. To respond critically to works in the arts and humanities.
4. To engage in the creative process or interpretive performance and comprehend the physical and intellectual demands required of the author or visual or performing artist.
5. To articulate an informed personal reaction to works in the arts and humanities.
6. To develop an appreciation for the aesthetic principles that guide or govern the humanities and arts.
7. To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.

Core Curriculum Intellectual Competencies (CCIC)

1. *READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.
2. *WRITING: Competency in writing is the ability to produce clear, correct and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.
3. SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent and persuasive language appropriate to purpose, occasion and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups and through the media.
4. *LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.
5. *CRITICAL THINKING: Critical thinking embraces methods of applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.
6. COMPUTER LITERACY: Computer Literacy at the college level means the ability to use computer-based technology in communicating, solving problems and acquiring information. Core-educated students should have an understanding of the limits, problems and possibilities associated with the use of technology and should have the tools necessary to evaluate and learn new technologies as they become available.

* Required by the District Humanities Committee

Specific Course Learning Outcomes

Students who successfully complete this course will be able to:

A. Demonstrate an understanding of the term "humanities" and role the arts play in it
B. Discuss form and content in relationship to the arts using appropriate vocabulary.
C. Demonstrate an understanding of how the arts reflect time and place.
D. Demonstrate skills in critical analysis.
E. Demonstrate an awareness of community offerings in the arts.
F. Experience a variety of exhibitions and performances.
G. Develop an understanding of how the arts express human values.
H. Clarify their own values as a result of encountering the values of others.
I. Define creative process and be aware of the reasons humans create.

**Course Outline—Calendar**

**MODULE ONE**—Chapter 1, Chapter 2,

**MODULE TWO**—Project One (Chapter 1-2, Chapter 8—Drama, Chapter 9—Music, Chapter 10—Dance—Performing Arts, online material, group artifacts, Exam one, Performing arts critique, Group outline, Group evaluation, participation and peer evaluation) 25%

**MODULE THREE**—Project Two (Chapter 4 Painting, Chapter 5—Sculpture, and Chapter 6—Architecture—Visual Arts, online material, Exam two, Performing arts critique, Group outline, Group evaluation, participation, and peer evaluation) 30%

**MODULE FOUR**—Project Three (Chapter 13—Photography, Chapter 11—Film, Chapter 15—Interrelationships of the arts, online material, Exam three, Performing arts critique, Group outline, Group evaluation, participation, and peer evaluation) 35%

**FINAL PROJECT MODULE**

*Addendum A: Learning Activities--*

*Addendum B: Acceptable Museums and Performance venues--*

*Addendum C: Acceptable Course Calendar and Outline--*

**Means of Assessment of Course Learning Outcomes**
Teaching methods will include online power point lectures, tests, group presentations, field trips, video analysis, internet research assignments, and written critique assignments.

**Evaluation Procedures**

<table>
<thead>
<tr>
<th>Peer Presentation</th>
<th>Museum Critique/Paper</th>
<th>10%</th>
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<tbody>
<tr>
<td>Participation</td>
<td>Theatre Critique Paper</td>
<td>10%</td>
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<tr>
<td>50% each assignment</td>
<td>2 Group Presentation</td>
<td>35%</td>
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**Exams and Assignments**

*50% each specific assignment* Group Presentation

2 Critiques
3 Tests
1 Peer Presentation

**Grading Scale**

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<td>A</td>
<td>90-100</td>
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<td>B</td>
<td>80-89</td>
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<td>C</td>
<td>70-79</td>
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D 60-69
F 59 and below

ALL GRADES ARE AWARDED BASED ON MERIT...NOT NEED.

**PLEASE NOTE:** I do not accept any late work—this means homework or assignments or projects. All exams must be taken at time designated in the class. 15 min. After class has begun you are considered absent and no papers or assignments will be accepted.

**EXTRA CREDIT:** Each module has extra credit build into the section. Please check dates for final acceptance of extra credit.

**GRADE OF INCOMPLETE**
Consideration of a request of an incomplete is only if a student has completed at least 75% of the course work.
EXAMS-50%:
Each exam is worth 50% of your final grade. For each specific assignment

There will be 3 exams. Each is worth 50% of your final grade. They will usually have multiple choice, T/F, and essay questions. There are no make-up exams. Exceptions are made however, but are rare. The instructor requires communication and a satisfactory reason for your inability to complete the exam during the assigned time. For the consideration of a make-up exam, I require a written explanation regarding the reason for your inability to take your exam.

CRITIQUES—50% for each specific assignment

All Events must occur during the semester in which a student is enrolled.

You are required to attend two (2) outside events in order to write critiques explained in the section below:

- **Event 1** is to attend a major museum. (You will then write a paper on a painting or sculpture there.) **PROOF OF ATTENDANCE REQUIRED**
- **Event 2** is to attend a live theater performance. (You will then write a paper on the play/musical.) **PROOF OF ATTENDANCE REQUIRED**

DANCE CONCERT IS REQUIRED IN SS 1. PROGRAM AND CRITIQUE WILL FOLLOW.

Theatre critique is worth 50% of your final grade. Museum critique is worth 100% of your final grade. You are required to submit two 750-1,000 word (appx. 3-5 page) critique. Based on each specific assignment.

**Critique 1** will be on a performing art form (specifically your trip to the theater.)
**Critique 2** will be on a visual art form from your trip to a museum approved by the teacher. (Specifically 1 painting and 1 sculpture.)

These papers will require the student to visit a museum as well as an approved performance event. These written critiques cannot be made on reproductions from books, from the Web, from prints or from rented or owned videos etc. The assignments require that you participate with a genuine work of art, so please plan accordingly and to not procrastinate.

Correct spelling, punctuation and grammar are required as are paragraph construction, content and overall organization. Please contact the Writing Center if you need help in these areas.

PARTICIPATION GRADE—100%

I don’t intend to give ‘lectures’ on assigned readings. Instead I will ask discussion based questions of the class and I will expect that you will be able to give an opinion. If I feel that a majority of students are not doing the reading I will begin to give a short quiz at the beginning of each class based on the reading.

The participation grades are included in each group project. You will have a self-evaluation grade, a group evaluation grade, and an instructor evaluation grade. In addition, at the end of each class, student has one minute to comment on their learning for the day. And first thing done in class each day is your “did you know?”

PEER PRESENTATION GUIDELINES (50%)

**Selecting Your Topic:**
The dates for the Peer Presentations have a date present for you to choose. Student must pick a topic from the approved list on the sign-up sheet and give your presentation on the date assigned. Students receive presentation packet in class.
GROUP PRESENTATION EXPECTATIONS 50%

Each group will have group meetings to complete this project. This is the same as a comprehensive final and you will have 3-4 weeks to complete each project. Students will have individual projects that will contribute to the final group project. In addition, a final group folder with outline, peer evaluation, faculty evaluation and group evaluation are part of the final project.

Each group will submit the following in a folder on the day of their group presentation. Folders should be professional in appearance; however, it is acceptable for different font/word processing programs to appear as a collective effort of the final product. One person is NOT to do all of the typing for/or complete the folder alone---it is a group effort to present ONE (1) folder with all of the following requirements:

1. A group title page that lists all members first and last names
2. A paragraph depicting the presentation you are making to the class
3. Group outline—denotes what section each member is covering in the group presentation (by first name only)
   Group outline that shows the research done by each member
4. Copy of Individual Outline—individual members should include the outline for their section. At the bottom of this outline each member will present an annotated bibliography (MLA) that lists the sources that they orally footnoted in their speech. Parenthetical documentation needs to appear in each individual member’s outline.
5. Collectively your group should have 12-20 external sources. Each member should have no less than 3 external sources in their outline and presentation. The sources have to be orally cited during the presentation and must appear in the parenthetical documentation on the individual outline.

Prepare a twenty (20)—thirty (30) minute class presentation/activity related to your paper topic. The textbook cannot be used as a source and limit Wikipedia source to one per person.

ATTENDANCE POLICY

Attendance:
Zero unexcused absences excepted, presenting me with a doctor’s excuse or other form of written excuse (such as an official copy of the schedule of matches for a sporting activity) will have a direct impact on your grade for class participation. Please note, attendance will count double once we begin rehearsals because your absence will affect other people. (Telling me or e-mailing me about why you could not come to class does NOT make the absence excused.)

Arriving to class late: ****** AFTER 15 MIN. YOU ARE COUNTED ABSENT. NO ABSENCES ARE ALLOWED FOR SS1 OR SS2.
I will not “lock you out” if you come to class late, but there are penalties. First, if I have already taken attendance, you may not be counted as being in class even if you speak up, thereby hurting your perspiration grade. Second, I tend to give all announcements at the beginning of class. If you miss these, you will most likely miss important information about upcoming assignments, and this could hurt your grades on those projects because I will assume that if I have made an announcement to the class, that everyone has received that information. Please do not be late for class.
CHECK THE ECAMPUS SITE REGULARLY.
Even if you don't have specific assignments to complete, check the course site and your email regularly. Your instructor will make announcements, new postings will appear in discussion forums, and other plans may undergo subtle changes. Regular checks will help you remember all that you need to get done.

YOU ARE EXPECTED TO COMMUNICATE WITH BOTH THE INSTRUCTOR AND YOUR CLASSMATES.
Don't wait to be asked to communicate. Send your instructor questions. Post messages to other students. Ask questions and share your ideas.

LATE TURN IN:
The online modules close on a specific date and will not re-open once closed. Please check the dates on your calendar. Please do not expect to turn your work in late without a discussion with your professor.

INSTRUCTORS RIGHTS AND RESPONSIBILITIES
The instructor reserves the right to establish the guidelines for the ONLINE setting. The instructor reserves the right to maintain ONLINE decorum and to remove from class anyone who behaves in a manner that disturbs the instruction process.

The instructor is charged by the college with the responsibility for maintain the online environment and the instructor's decision is final. Any student having problems with a course should consult the instructor. Rudeness, disrupting the class, or disrespecting other students or the instructor will result in the student being removed from the online class. If that occurs, the student will be required to have a personal conference with the instructor.

The instructor reserves the right to amend this syllabus as necessary.
INSTITUTIONAL POLICIES

ACADEMIC DISHONESTY
The Student Code of Conduct prohibits academic dishonesty and prescribes penalties for violations. According to this code, which is printed in the college catalog, "academic dishonesty", includes (but is not limited to) cheating, fabrication, facilitating academic dishonesty, plagiarism, and collusion.

Academic dishonesty may result in the following sanctions, including, but not limited to:
1. A grade of zero or a lowered grade on the assignment or course.
2. A reprimand.
3. Suspension from the college.

NOTIFICATION OF ABSENCE DUE TO RELIGIOUS HOLY DAY(S)
Students who will be absent from class for the observance of a religious holiday must notify the instructor in advance. Please refer to the Student Obligations section of the college catalog for more explanation. You are required to complete any assignments or take any examinations missed as a result of the absence within the time frame specified by your instructor.

REQUIREMENTS OF THE AMERICANS WITH DISABILITIES ACT
In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, any student who feels that he or she may need any special assistance or accommodation because of an impairment or disabling condition should contact the ADA / ACCESS Office at (972) 273-3165 or visit Room A-430 at North Lake College. It is the policy of NLC to provide reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to contact the ADA/ACCESS Office.

DROP POLICY
If you are unable to complete this course, you must officially withdraw by:

MayMester – May 26, 2012
Summer 1 – June 27, 2012
Summer 2 – August 2, 2012
8-Week Summer Session – July 13, 2012
10-Week Summer Session – July 24, 2012

Withdrawing is a formal procedure which you must initiate; your instructor cannot do it for you. All Dallas County Community Colleges charge a higher tuition rate to students registering the third time for a course. This rule applies to the majority of credit and Continuing Education / Workforce Training courses. Developmental Studies and some other courses are not charged a higher tuition rate. Third attempts include courses taken at any DCCCD college since the fall 2002 semester. For further information, go online to: http://www.DCCCD.edu/thirdcourseattempt .

STOP BEFORE YOU DROP
For students who enrolled in college level courses for the first time in the fall of 2007, Texas Education Code 51.907 limits the number of courses a student may drop. You may drop no more than 6 courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions. Remember that once you have accumulated 6 non-exempt drops, you cannot drop any other courses with a “W”. Therefore, please exercise caution when dropping courses in any Texas
public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access: https://www1.dcccd.edu/coursedrops

**FINANCIAL AID STATEMENT**
Students who are receiving any form of financial aid should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could cause you to be in a position of repayment for the current semester. **Students who fail to attend or participate are also subject to this policy.**

To apply for financial aid in the DCCCD, students must complete FAFSA (Free Application for Federal Student Aid) on the web at http://www.fafsa.ed.gov.

**COUNSELING SERVICES**
Counseling services for personal issues are provided to all students currently enrolled at North Lake College. These services are provided by licensed professionals who are bound by confidentiality (within ethical parameters) at no charge. With the assistance of a counselor, students are able to identify, understand, resolve issues and develop appropriate skills. To make an appointment call 972-273-3333 or visit A 430.

**THE WRITING CENTER (A332)**
The Writing Center supports and supplements classroom instruction by providing focused, individualized writing tutoring in response to the specific needs of the student.

The tutors are skilled writing specialists who can help students clarify writing tasks, understand instructors’ requirements, develop and organize papers, explore revision options, detect grammar and punctuation errors, and properly use and document sources.

Rather than merely editing or "fixing" your papers, the Writing Center staff focuses on helping you develop and improve your writing skills. Please schedule an appointment in advance so that a tutor will be available to work with you. Walk-ins are welcome, but you may have to wait or come back at a later time.

You can also access the North Lake College Online Writing Lab through eCampus. Once you log into eCampus, click on the Community Tab at the top. Type “Owl” in the search field and follow the instructions on the site to enroll in and receive services from the OWL.

The Writing Center is housed in the Academic Skills Center, A-332. Our summer hours are 9:00 a.m. to 6:00 p.m. Monday through Thursday, 9:00 a.m. to 2:00 p.m. Friday, and 9:00 a.m. to 1:00 p.m. Saturdays. To schedule an appointment, either come by the Writing Center in A332 or call 972-273-3089.

**TESTING CENTER (A 425)**
Remember the exam cutoff time is one hour before close.
Monday-Thursday: 8:30 a.m. – 8:00 p.m.
No tests will be issued after 7:00 p.m. Other cut-off times may be in effect for specific exams by the instructor’s direction. All exams collected at 8:00 p.m.
Friday-Saturday: 8:30 a.m.-3:30 p.m.
Other cut-off times may be in effect for specific exams by the instructor’s direction. No tests will be issued after 2:30 p.m. All exams collected at 3:30 p.m.

Sunday – CLOSED

If you instructor requires you to complete an exam in the Testing Center, be sure to have the following information when you request you test:

- Instructor’s name
- Subject, course number, and section number (exp: Speech 1311.7011)
- Exam number (1st, 2nd, 3rd, etc.)
- Exam deadline (Get this information from your instructor. The testing staff cannot look up this information on computers).

You should also bring the following supplies:
- Pencil
- Scantron answer sheet

A Test Request Form must be completed before entering the Testing Center.

Money for coin-return lockers (quarter). Please do not share lockers.

Government or school issued photo identification is required & enforced.

You may not bring personal items into the Testing Center. This includes bags, cell phones, and pagers.

Please show courteous and cooperative behavior while using the services provided by the Testing Center.

DO NOT bring children to the Testing Center. You must make arrangements for the care of your children prior to your exam date. The police department will be notified of any unattended children.

DO NOT take any testing materials with you when you leave the Testing Center. This includes the test, answers, charts, scratch paper. These items will be attached to your test.

Questions? Please visit the Testing Center (A 425) or call 972-273-3160.
Learning Activities, Outcomes, and Assessment

1. Learning Activity:  Formal Critique of a Museum Visit or attending a Performing arts event
Formal Critique involves going to an art museum/gallery, play, dance, or music performance approved by your instructor ahead of time. Students apply the appropriate elements and principles for the media/discipline for the critique.

a. Learning Outcomes: To enable the student to sift through various styles and types of art from the various disciplines covered in class, and then think critically about their chosen work of art. Allow the students the opportunity to articulate their opinions and interpretations about a work of art, music, theatre, dance or architecture using the “Art Critiquing Process.” This process includes description, analysis, interpretive and evaluation of the artwork. In addition, the student is observing the artwork or performance in person.

b. Assessment:
Clarity & organization of observation using the Art Critiquing Process. (Evaluation, Analysis, Interpretation and Judgment) A rubric provides each student a clear understanding of the assessment of the critique. Expectation is 75% of the students will complete the critique and achieve 75% or higher.

c. EEO’s and CCIC’s:
EEO: 2, 3, 4, and 5 CCIC: 1, 2, 3, and 5

2. Learning Activity:  Peer Presentation
The student chooses from an established list of subjects and assigned dates. A one-page, typed summary in outline form of your presentation is required. Hand this to the instructor before you begin. Use PowerPoint or overhead transparencies to show any song lyrics, poems, or main points of information. Dress in professional or appropriate attire. Instructor models the method of the presentation and provide samples outline for the presentation

a. Learning Outcomes: To engage the student in research, and presentation of research to their peers.

b. Assessment:
The assessment is outline 25%, Visual representation 25% and presentation 50%. Expectation is 75% of the students will complete the critique and achieve 75% or higher.

c. EEO’s and CCIC’s:
EEO: 2, 3, 4, and 5 CCIC: 1, 2, 3 and 5

Learning Activity:  Pre and Post Test
The pre-test establishes a baseline and measure’s student’s incoming arts knowledge. The post test examines if student increased their knowledge of the fine arts.

a. Learning Outcomes: To establish if students are acquiring the basic knowledge of the fine arts

b. Assessment:
The assessment is offered through Survey Monkey. Pre-test expectation 50% of the students will enter the class with a knowledge of the fine arts. Post-test expectation is 75% of the students will complete the post test and achieve 75% or higher.

c. EEO’s and CCIC’s:
EEO: 1 CCIC: 1
Addendum B

ACCEPTABLE PERFORMANCE AND MUSEUMS OPTIONS

MUSEUMS:
The Dallas Museum of Art (DMA)        The Amon Carter Museum
The African-American Museum of Life and Culture
The SMU Meadows Museum
The Kimball Museum
The Fort Worth Museum of Modem Art
Nasher Sculpture Garden
Asian Crow Museum

THEATRE PERFORMANCES:
Any North Lake College Theatre Performance (full production)
Any DCCCD Theatre Performance (full production)
Theatre Three
Irving Community Theatre
Lyric Theatre
Theatrical Performance at SMU, TWU, UTA, UTD, or UNT (full production)
Dallas Theatre Center
Addison Watertower Theatre
Playhouse at Park Cities
Garland Civic Theatre
Garland Center for the Performing Arts
Bass Hall
Pegasus Theatre
Jubilee Theatre
Stage West
The Undermain Theatre
The McKinney Avenue Contemporary Theatre (MAC)

MUSIC PERFORMANCES (Extra Credit)
The Dallas Symphony Orchestra (DSO)       The Arlington Symphony Orchestra
The Richardson Symphony Orchestra
The Fort Worth Symphony Orchestra
The Irving Symphony Orchestra
The Plano Symphony Orchestra
Any SMU Opera Presentation or Faculty performance or Symphony Orchestra performance
Any University of North Texas Symphony, Opera, Faculty or One O’clock Lab Band Concert, Some NLC productions

DANCE PERFORMANCES: (Extra Credit)
TITUS at SMU                             Texas Ballet Theatre
Dance Concert at NLC and BHC              Anita N. Martinez Ballet Folkorico
Dallas Black Dance
Addendum C

Week 1- syllabus  did you know  intro’s  visual art
Week 1-isms compositions critiques Dallas Museum of Art
Week 2- music  dance  TV  film  theatre
Week 2-peer presentation in class  women’s project
Week 3- exams and project presentations