This course syllabus is intended as a set of guidelines for Art Appreciation. 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.

This is a HYBRID COURSE CORE TIER 2 - Humanity, Creativity and the Aesthetic Experience

REQUIREMENTS: Computer accessibility. Class meets face-to-face on Tuesday at 8am and has MANDATORY online component with some meetings at local museums or galleries.

Instructor: Professor Marsha Anderson
manderson@dccc.edu
972-273-3450
Office: T135
Instructor Visit Hours: By appointment

Course Information:

Course title: Art Appreciation
Course number: ARTS 1301
Section number: 73007
Credit hours: 3
Class meeting time: Face-to-face on Tuesday at 9:30 am and has MANDATORY online component with some meetings at local museums or galleries

Course description: Films, lectures, Museum and gallery visits, PowerPoint slides, and discussions focus on the theoretical, cultural, and historical aspects of the visual arts. Emphasis is on the development of visual and aesthetic awareness. (3 Lec)

Course prerequisites: Prerequisite: Developmental Reading 0093 or English as a Second Language (ESOL) 0044 or have met the Texas Success Initiative (TSI) standard in Reading.

Required Textbooks and Materials
or 8th edition ISBN # 0-07-285934-2
EARLIER EDITIONS MAY NOT HAVE ALL OF THE CURRENT IMAGES AND OR INFORMATION. STUDENT IS RESPONSIBLE FOR ANY DISCREPANCIES.

Course Objectives
1. In this class, you will become comfortable with talking and writing about art.
2. There will be opportunities to do art and see original art.
3. We will talk about self-expression, why artists make art, how artists make art, discuss the artist’s intent for the viewers’ experience, and how art influences each of us and world history.
4. The study of symbols and ancient cultures will be emphasized.

Specific Course Learning Outcomes
These are the outcomes the students must demonstrate to successfully complete an assignment/course.

1. The student will complete chapter quizzes for reading comprehension. EEOs 1, 7, CCICs 2,3,6
2. The student will write six Chapter Enrichment Essays with MLA documentation. EEOs 1,2,3,6,7, CCICs 1,5,6
3. The student will take three multiple chapter tests for knowledge retention and comprehension. EEOS 1,7, CCICs 2, 3, 6
4. The student will write two critical reviews on art seen in a museum and a gallery. EEOs 1,2,3,6, CCICs 2,5
6. The student will visit two Museums of Art to experience original art in a museum setting. The worksheet completed there will aid in comprehension and vocabulary. EEOs 1,2,3,5,6,7, CCICs 2,3,4,5,6
7. The student will complete class worksheets and discussions. EEOs 1,2,3,4,5,6,7, CCICs 1,2,3,4,5,6
8. The student will complete pre and post tests to assess gains in general knowledge about the subject over the course of the semester. EEOs 1,6.

Course Outline
See attached Appendix A for a complete course outline and assignment due dates

Means of Assessment of Course Learning Outcomes
Course Learning Outcomes will be assessed by a variety of means.
1. Chapter quizzes will be assessed by questions over the text. These are online.
2. Three comprehensive tests will assess critical thinking and retention.
3. Two critical reviews to assess critical thinking and writing from two museum visits
4. Two field trips to a Museum of Art with critical review and worksheets to assess critical thinking and writing skills.
5. Class Discussion to assess analysis and peer interaction.
6. Six Chapter Enrichment Essays to assess critical thinking and writing skills.
7. The student will complete pre and post tests to assess gains in general knowledge about the subject over the course of the semester.

Evaluation Procedures
Three comprehensive tests will be a combination of essay, and multiple choice to test knowledge, comprehension and retention. These tests will be taken from material discussed in class and in our textbook. A test review sheet will be provided on eCampus and in class.
Two visits to Museums of Art will be evaluated by attendance, following instructions on the assignment sheets, listening to the docent, and by the completion of worksheets over the art objects viewed and discussed, and by the completion of a three paragraph (min) critical review on one object per visit of the student’s choosing. A rubric will be provided in the Appendix and on blackboard for student and instructor use.
Written critical reviews will be evaluated by rubric based on completion of review as given by instructor. A rubric will be provided in the Appendix for student and instructor use.
The student will complete pre and post tests to assess gains in general knowledge about the subject over the course of the semester for extra credit.
A group teaching assignment will encourage student involvement and participation and critical thinking. A rubric will be provided for student use and evaluation.

**Exams and Assignments**

Three exams (taken online in ecampus)  
Two museum field trips with critical review, gallery and museum  
22 chapter quizzes (taken online in ecampus)  
Daily class group discussions  
Chapter Enrichment Essays  
Group teaching assignment  

**Grading Scale**

**Grading Scale**

*THIS CLASS WILL BE EVALUATED BY ADDING ALL OF THE POINTS EARNED IN THE FOLLOWING MANNER:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Maximum Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Test One</td>
<td>100</td>
</tr>
<tr>
<td>2. Test Two</td>
<td>100</td>
</tr>
<tr>
<td>3. Two Class museum visits to Museum with Museum Assignments</td>
<td>250</td>
</tr>
<tr>
<td>4. Five Chapter Enrichment Essays with Writing Assignments and Class Worksheets</td>
<td>200</td>
</tr>
<tr>
<td>5. Chapter quizzes</td>
<td>220</td>
</tr>
<tr>
<td>6. Final Group Presentation</td>
<td>50</td>
</tr>
<tr>
<td>7. Approx. points for attendance and daily assignments</td>
<td>80</td>
</tr>
</tbody>
</table>

*(This can vary from class to class)*

**TOTAL POINTS**  1000 points

*(These points may be re-evaluated at the end of the course, as many issues can affect total points during the semester. In this case, the percentages will also be re-calculated. Students will be advised of this during the semester.)*

A= 1,000-900  
B= 899-800  
C= 799-700  
D= 699-600  
F= 599- 0

Note: All exams will be taken online. All essays and museum visit assignments will be attached as MSWord docs to ecampus site. Final Presentation will be done in class and Rubric is available on ecampus.
Discipline/ Course/ Department/Policies

Late Assignment Policy: Late work is not accepted without written medical documentation. If there is an emergency, please contact the instructor. If late work is approved by instructor, there will be an automatic 25% reduction in the grade, and a submission deadline of one week after the original due date. This deduction is waived if a doctor’s note is provided.

Student Responsibilities:
1. Attend class. Be prepared by reading chapter and taking chapter quizzes online for each chapter.
2. Submit assignments on time and in the form required by the instructor.
3. Visit the Writing Center (A309) for help in completion of writing assignments.
4. Be aware of grades throughout the semester via eCampus.

Classroom Etiquette:
1. Come to class on time. CLASS ACTIVITIES MUST BE COMPLETED IN CLASS, please be present.
2. No cell phone usage or text messaging in class. Use of cell phone or texting during a test will result in a zero on the test.
3. All tests are to be completed individually. Any sharing of information will result in a zero on the test.
4. No plagiarism is allowed and will result in a zero on the assignment.

Online Class Etiquette:
5. Complete assignments on time.
6. You may work ahead.
7. All tests are to be completed individually. Any sharing of information will result in a zero on the test.
8. No plagiarism is allowed and will result in a zero on any assignment (See DCCCD Policy below).

The professor reserves the right to change or amend this syllabus or calendar at will.
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".

1) The Vice-President of Academic & Student Affairs may initiate disciplinary proceedings against a student accused of academic dishonesty.

2) Academic dishonesty includes, but is not limited to, cheating on a test, plagiarism and collusion.

3) Cheating on a test includes:
   a) Copying from another student’s test paper;
   b) Using, during a test, materials not authorized by the person giving the test;
   c) Collaborating with another student during a test without permission to do so;
   d) Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of an un-administered test.
   e) Substituting for another student, or permitting another student to substitute for you to take a test; and
   f) Bribing another person to obtain an unadministered test or information about an unadministered test.

4) “Plagiarism” means the appropriation of another’s work (ideas and/or words) and the unacknowledged incorporation of that work in one’s written work offered for credit. Quotes not identified as quotes constitute a form of plagiarism even if the borrowed ideas are documented.

5) “Collusion” means an unauthorized collaboration with another person in preparing written work offered for credit.

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 (A430)
North Lake College provides academic accommodations to students with disabilities, as defined under ADA law. It is the student’s choice and responsibility to initiate any request for accommodations. If you are a student with a disability who requires such ADA accommodations, please contact North Lake College’s Disability Services Office in person (A430) or by phone at 972-273-3165.
http://www.northlakecollege.edu/resources/disability.html

ADMINISTRATIVE WITHDRAWAL
Students with valid extenuating circumstances may be eligible for an administrative withdrawal by the Dean of the Division in which the course or courses are taught. An administrative withdrawal will not be awarded to students who simply fail to withdraw prior to the last day to receive a “W.” The request for an administrative withdrawal must be made in writing to the Dean of the Division with any supporting documentation attached. This must occur before the last official day of the semester.

DROP POLICY
If you are unable to complete this course, you must officially withdraw by Thursday, April 18, 2013. 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 (A430)
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 ACADEMIC SKILLS CENTER (A332)
The Academic Skills Center (ASC) is designed to provide assistance to students in the following areas:

- Labs for students enrolled in foreign language, Developmental Reading, and ESOL courses. One-on-one tutoring is available.
The Writing Center 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” papers, tutors focus on helping students develop and improve their writing skills.

The Online Writing Lab (OWL) allows students to submit papers to our writing tutors electronically and get feedback within 24-72 hours. The OWL can be accessed through eCampus. After logging on to eCampus, click on the Community Tab at the top. Type “Owl” in the search field and click “Go.” Next, click on the double drop-down arrows next to “NLC-OWL2,” and then click on “Enroll.” Once enrolled, students can receive services from the OWL.

For more information or to schedule a tutoring appointment, come by A-332 or call 972-273-3089.

**TESTING CENTER (A 425)**

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.
No tests will be issued after 2:30 p.m. Other cut-off times may be in effect for specific exams by the instructor’s direction. 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:
1. Instructor’s name
2. Subject, course number, and section number (exp: Speech 1311.7011)
3. Exam number (1st, 2nd, 3rd, etc.)
4. 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:
1. Pencil
2. Scantron answer sheet
3. A Test Request Form must be completed before entering the Testing Center.
5. 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.
<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
<th>Student Learning Outcome (reference EEOs/CCICs)</th>
<th>Analysis of Results/Comparison to Previous Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 1301.73007</td>
<td>Anderson</td>
<td>Students in ARTS 1301 will complete in eCampus a pre and post test to assess gains in general knowledge about the subject over the course of the semester. A minimum of 60% of the students will demonstrate a greater general knowledge base about Art after the completion of this course. This test is used district wide. EEOs 1, 6. CCIC 6 Gen Ed SLOs 1.3, 3.1, 3.2</td>
<td>To be determined at the end of Spring 2013</td>
</tr>
<tr>
<td>ARTS 1301.73007</td>
<td>Anderson</td>
<td>In ARTS 1301, the student will write a critical review on art seen in a professional art gallery following a rubric given by the instructor and utilizing the Visual Elements and Principles of Design. A minimum of 75% of the students will demonstrate an understanding of the process and required critical thinking and writing skills necessary to complete a successful critical review. The visit to a professional art gallery will be evaluated by proof of gallery attendance, by the completion of a three paragraph critical review addressing the Visual Elements and Principles of Design on an object of the student’s choosing. A rubric will be provided in for student and instructor use to assess performance. EEOs 1,2,3,6, CCICs 2,5 Gen Ed 1.1, 2.1, 3.1, 3.2, 4.1,4.2, 5.1, 5.2, 6.1, 6.2</td>
<td></td>
</tr>
<tr>
<td>ARTS 1301.73007</td>
<td>Anderson</td>
<td>In ARTS 1301, after completing a field trip to a Museum of Art with a critical review and worksheets to assess critical thinking and writing skills, a minimum of 75% of the students will demonstrate an understanding of the critical process, the media process and art history as measured by the departmental rubric. EEOs 1,2,3,5,6,7 CCICs 2,3,4,5,6 Gen Ed 1.1, 2.1, 3.1, 3.2, 4.1,4.2, 5.1, 5.2, 6.1, 6.2 2,3,4,5,6</td>
<td></td>
</tr>
</tbody>
</table>
Art stretches our intellectual horizons. It taps our emotions. It deepens our humanity and makes us less alone in the world. Rita Gilbert, *Living with Art*.

In this class, you will become comfortable with talking and writing about art. There will be opportunities to do art and see original art. We will talk about self-expression, why artists make art, what the artist wants the viewer to experience, and how art influences each of us. The study of symbols and ancient cultures will be emphasized.

**TELEPHONE:** Office, T135, 972-273-3450 (This is the general office address.)
**TECHNICAL HELP FOR ECAMPUS SITE:** 972-669-6402
**REQUIRED TEXT:** Gilbert's *Living with Art*, by Mark Getlein, 9th edition
ISBN # 978-0-07-319076-1 other editions may not have all images and information

*No cell phones, text messaging or pagers in class, please. Computers to be used for taking notes only. Be ready to email notes to professor at end of class.*

**Class Schedule, subject to change:**
*You must complete your chapter quiz before coming to class.*

**PROPOSED CALENDAR**

*(Professor holds the right to modify this calendar. Information about changes will be given in class and on e-Campus.)*

| Week one | Intro to syllabus, Pre-Test, Syllabus Quiz on *e-Campus*
|          | Study of descriptive and formal analysis, writing critical reviews, ‘Chapter Enrichment Essay (Ch 1)
| Week two | Chapter 2-3, Vocabulary of Art, Chapter Enrichment Essay (Ch 2) Quiz on *e-Campus*
| Week three | Chapter 3 cont. Vocabulary, worksheet/s, Quiz on *e-Campus*
| Week four | Chapter 4 Two Dimensional Media, Chapter 5, Chapter Enrichment Essay (Ch 5) Drawing, First Museum visit and rubric discussed, Quiz on *e-Campus*
| Sunday Afternoon | First Required Museum Visit: Meadows Museum, SMU (Sunday afternoon)
|             | *This date is subject to change and will be discussed in class and on blackboard.*
| Week five | Chapters 6-7, Drawing, Painting, worksheet/s |
Quiz on e-Campus

**Week six:** Chapter 7 (cont.), Chapter 8, Printmaking, worksheets, Exams: Chapters 1-7 e-Campus, Exam review on ecampus
Quiz on e-Campus

**Week seven:** Chapter 9, Camera Arts
Quiz on e-Campus
TEAM TEACHING Discussion, CH.17-20

**Week eight:** Chapters 10-11, Graphic Arts (Student do alone on ecampus) and worksheet/s,
Quiz on e-Campus

*SPRING BREAK: March 18-22*

**Week nine:** Chapters 10 cont.
Chapter Enrichment Essay (Ch 11)
Quiz on e-Campus

**Sunday afternoon:** Second Required MUSEUM VISIT,
Time TBA pm. Meet at museum,
Quiz on e-Campus

**Week ten:** Chapters 12-13 Crafts (Student do alone on ecampus) and Architecture,
Chapter Enrichment Essay (Ch 13)
Quiz on e-Campus
Exam 2 on e-Campus - Exam Review on ecampus,

*Second Museum Assignments due*

**Week eleven:** Chapter 14, The Ancient World
TEAM TEACHING discussion and MEETING

**Week twelve:** Chapter 14, The Ancient World (Cont)
Museum Review project due.
Quiz on e-Campus
TEAM TEACHING MEETING, CH.18-20,

4/18 **LAST DAY TO WITHDRAW WITH “W” GRADE**

**Week thirteen:** Ch. 15, Christian Art, worksheet
Quiz on e-Campus
TEAM TEACHING MEETING, CH.18-20,
ALL EXTRA CREDIT DUE

**Week fourteen:** Ch. 15, Christian Art cont. Begin Ch. 16 Renaissance.
TEAM TEACHING MEETING, CH.17-20,

**Week fifteen:** Cont. Ch. 16, Renaissance
TEAM TEACHING MEETING, CH.17-20,
Chapters 19, 20, 21, 22, 23,
Quizzes on e-Campus
Begin final presentations
ABSENCES
You receive points for attendance. Plan on attending each class. If you are late more than 15 mins, you will not receive credit for the class.

EXTRA CREDIT
There are several ways in which you can make up points. These will be announced and explained in class. All work will be due at a time announced in class and on blackboard.

SCHOOL CLOSING
If North Lake College closes for bad weather, you may find information from the following sources:

- http://www.dcccd.edu
- http://www.northlakecollege.edu
- (927) 273-3000, North Lake College weather hot-line
APPENDIX B

EXEMPLARY EDUCATIONAL OBJECTIVES FOR ART APPRECIATION 1301

This course offers paths by which the student may approach, understand, and ultimately increase their capacity to relate to and enjoy works of art. To do this, each course attempts to introduce (through the examination of visual art and an involvement with art materials), a basic knowledge and vocabulary which will enhance the student’s ability to look at art, nature, and their environment in a more responsive way. Specifically upon completion of this course, the student should be able:

1. TO DEMONSTRATE KNOWLEDGE OF THE INFLUENCES OF LITERATURE, PHILOSOPHY, AND THE ARTS ON INTERCULTURAL EXPERIENCES BY: indicating a familiarity with the motivational factors, functions, and content of an art form; relating that art form to its social setting; and articulating an informed personal reaction to works of art from a variety of cultures.

2. TO DEVELOP AND APPRECIATION FOR THE AESTHETIC PRINCIPLES THAT GUIDE OR GOVERN THE ARTS BY: incorporating the design elements and principles involved in the production of these art forms into a practicing vocabulary and responding critically to works in various fields.

3. TO ARTICULATE AND INFORMED PERSONAL REACTION TO WORKS OF ART BY: discussing the media and techniques used by artists past and present.

4. TO ENGAGE IN THE CREATIVE PROCESS OR INTERPRETIVE PERFORMANCE ASPECTS OF ART BY: learning how the arts reflect both time and place; and by understanding how works of art become expressions of individual and human values.

5. TO RESPOND CRITICALLY TO WORKS OF ART BY: using the elements and principles of design as a visual language to construct a formal analysis of both two-dimensional and three-dimensional compositions.

6. TO UNDERSTAND WORKS OF ART AS EXPRESSIONS OF INDIVIDUAL AND HUMAN VALUES WITH A HISTORICAL AND SOCIAL CONTEXT BY: applying the knowledge gained in class discussions, slide lectures, and exercises in seeing to works of art from a variety of cultures and time periods.

7. TO DEMONSTRATE AND AWARENESS OF THE SCOPE AND VARIETY OF WORKS OF ART BY: examining two and three-dimensional objects from a variety of cultures and time periods.

CORE CURRICULUM INTELLECTUAL COMPETENCIES AS THEY RELATE TO THE SEVEN EXEMPLARY EDUCATIONAL OBJECTIVES FOR THIS COURSE: The major objective of the visual arts in a core curriculum is to expand the student’s knowledge of the human condition and human cultures, especially in relation to behaviors, ideas, and values expressed in works of the human imagination and thought. Through study in a discipline such as the visual arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts as fundamental to the health and survival of any society. THE SEVEN COURSE OBJECTIVES LISTED ABOVE DESCRIBE THE CONTENT COVERED IN ARTS 1301. THESE OBJECTIVES ADDRESS THE CORE CURRICULUM INTELLECTUAL COMPETENCIES (CCIC) AND THE TEXAS HIGHER EDUCATION COORDINATING BOARD’S EXEMPLARY OBJECTIVES (EEO).

1. COMPUTER LITERACY: Upon completion of this course, students should have an understanding of our technological society, how the computer has changed our lives, how the computer operates as a visual tool, and how the computer functions as a communication device both in solving problems, and acquiring information. Students will be introduced to various web sites which can be used to further
their knowledge of art from a global perspective. ALL SEVEN COURSE OBJECTIVES SPEAK TO THIS CORE COMPETENCY.

2. CRITICAL THINKING: Students will be encouraged to apply critical evaluation skills to works of art from all periods and cultures. Emphasis is placed on the development of a visual vocabulary and their ability to think and analyze visual materials at a critical level. ALL SEVEN COURSE OBJECTIVES SPEAK TO THIS CORE COMPETENCY.

3. LISTENING: Students should be able to interpret and analyze various forms of spoken communication from lectures, class exercises, and films. They must have sufficient literacy skills in writing and reading to facilitate the transfer of this information from instructor to student. ALL SEVEN COURSE OBJECTIVES SPEAK TO THIS CORE COMPETENCY.

4. SPEAKING: Students must have the ability to communicate orally in clear, coherent, and persuasive language appropriate to the materials being covered. Students must demonstrate this competency through oral reports, group class exercises, and formal and informal communications with their instructor. COURSE OBJECTIVES THREE, FOUR, FIVE, SIX, AND SEVEN ADDRESS THIS COMPETENCY.

5. WRITING: Students must have the ability to produce clear, correct, and coherent prose adapted to the purpose, occasion, and audience of the class and its activities. Students must demonstrate this proficiency by completing written reports, exams, and formal analysis of works studied in class. ALL SEVEN COURSE OBJECTIVES ADDRESS THIS CORE COMPETENCY.

6. READING: Students must have the ability to analyze and interpret a variety of printed materials: books, documents, and articles (above the 12th grade reading level). All course materials require reading skills at this level or above. Text readings (DC method) are at A13. Handouts and other printed materials vary in level and intensity. COURSE OBJECTIVES TWO, THREE, FOUR, FIVE AND SIX ADDRESS THIS CORE COMPETENCY.

*All work must be in MLA Documentation Style*

**WHAT IS MLA DOCUMENTATION STYLE?**

In MLA documentation style, you acknowledge your sources by keying brief parenthetical citations in your text to an alphabetical list of works that appears at the end of the paper. The parenthetical citation that concludes the following sentence is typical of MLA style.

Ancient writers attributed the invention of the monochord to Pythagoras, who lived in the sixth century b.c.e. (Marcuse 197).

The citation "(Marcuse 197)" tells readers that the information in the sentence was derived from page 197 of a work by an author named Marcuse. If readers want more information about this source, they can turn to the works-cited (bibliography) list, where, under the name Marcuse, they would find the following information.

(from Gibaldi, Joseph. MLA Handbook for Writers of Research Papers, 5th ed.)

**Works Cited:**

You may use the data bases available from our library. There are six very fine free databases for your use. Also, search for .net, .edu and .org sources. Do not limit yourself to .com sources. You can search for these using Google if you type in your subject followed by the .edu or .org.

Do not use Wikipedia or encyclopedias as a source.

You can request books for your research from other DCCCD libraries. If you are searching for a book on just one building or painting and do not find one in our library, you need to do a wider search.
The sources are alphabetized by author’s last name. If the author’s name is unknown, alphabetize by the subject line. All internet sources must include at least a subject line in addition to the url. Second line of an entry should be indented 5 spaces. Titles of works of art are italicized or underlined.

**Works Cited format link for our library**
http://www.northlakecollege.edu/library/citation.html

**DCCCD Interactive Tutorial link**
This is a very valuable, interactive tutorial about writing all aspects of a research paper, including the topic, the Works Cited, and the written paper.
http://www.rlc.dcccd.edu/library/infolit-ol/mlasl/

**One of the best sites for MLA Format: is called Pudue Owl:** This is online and is an excellent source for MLA form
http://owl.english.purdue.edu/owl/resource/747/01/
APPENDIX C GALLERY CRITICAL REVIEW

Directions and Rubric

A critical review should be a minimum of three paragraphs.

**Paragraph one: Introduction  15 points points earned_______**
Write the name of the art work being discussed, the artist’s name, the date, size, description of the piece or composition, and the location. In the description, create a visual image with words. Utilize the Visual Elements in Chapter 4 and Principles of Design in Chapter 5 when analyzing this first paragraph.

**Paragraph two: Body  20 points points earned_______**
Discuss the content of the art work, what you believe the artist is trying to say in this art work.

**Paragraph three: Conclusion  15 points points earned_______**
Discuss your reaction to the art work, whether you thought it was successful in terms of composition and content.

**VISUAL ELEMENTS, visual tools an artist has to make a work of art**

1. Line: Lines can show outline, imply a third dimension, show direction or movement

2. Shape and Mass: Shape refers to 2 dimensions, for instance, a square. Mass refers to 3 dimensions, for instance, a cube.

3. Light: Light reveals form. Where is the light source? What is the range of values, from light to dark, in the art you are reviewing?

4. Color: How does the artist use color in the art object you are reviewing? Is it the primary colors only? Is it emotionally soothing or jarring?

5. Texture and pattern: Does the art object you are viewing have actual texture, could you feel it? Or does it have implied texture, suggesting that it is smooth or rough? Does it have an overall pattern on the surface?

6. Space: If your object is architectural or sculptural, it will have 3 dimensional space. Try to describe the space. If your object is two dimensional, how does the artist imply space, for example, through linear perspective, overlapping of objects, smaller or larger objects, or atmospheric perspective?

7. Time and motion: Does the art object imply time, for instance, a sunset, or motion, for instance, a sculpture that moves?

**PRINCIPLES OF DESIGN, the organization of the composition or design of the art work**

1. Unity &Variety: Unity is a sense of oneness in the art. Variety maintains interest in art.

2. Balance: Symmetrical balance occurs when both sides of the art object are similar in size or shape. Asymmetrical balance occurs when the two sides are quite different in the appearance of the objects in the art.

3. Emphasis and Subordination: How does the artist draw your eye to the center of attention of the art object? How does the artist make the rest of the painting subordinate to the center of interest?
4. Scale and Proportion: Scale means size in relation to a standard or "normal" size. Proportion refers to size relationships between parts of a whole, or between two or more items perceived as a unit. Sometimes these are deliberately incorrect, as in Hierarchal Scale in the art of antiquity.

5. Rhythm or repetition: The repeated use of a color, shape or line to create expression. *(These are taken from Mark Getlein’s *Living with Art*)
APPENDIX D
ART APPRECIATION
North Lake College
“TEAM TEACHING PROJECT”

Overview:
For the remainder of this semester we will operate on a “Team Teaching” concept, utilizing the talents of each student in our Art History class. Research has found that maximum student learning occurs during peer-to-peer teaching in the classroom, and accounts for a 90% retention rate among students. Selected chapters will be taught by Team members, including:

- reading each chapter by Team members prior to presenting to class,
- preparing and presenting most aspects of each chapter to the class,
- preparation and distribution of handouts on chapter highlights, worksheet/test review,
- conducting “open discussions” with class peers, and
- presenting visual aids as an effective teaching tool.

The Team:
#1: Each Team will be chosen by the class Instructor, and will consist of 4 class members. Once assembled, the Team will select a Team Facilitator who will be responsible for coordinating responsibilities within the group, assigning select areas required to conduct an effective class presentation, including those outlined above and others as deemed necessary.

#2: Each individual Team will chose a team name.

Team Membership Criteria (Like Reality TV):
If at any time the majority of the Team feels an individual within the Team is not “pulling his/her weight,” this individual may be excused from the Team, and earn zero points toward his/her final grade.

Educational research indicates that this project is an excellent approach to student learning, provides a tool to enhance student organizational and presentation skills, affords an opportunity to develop cooperative learning characteristics, and is fun for all Team members!! Enjoy!!

TEAM TEACHING PROJECT

Once assembled, each Team will be given one chapter. Each team will prepare and present that chapter in class on the date specified.

- Your points will be awarded according to the level of your presentation. Travel projects on the appropriate subject matter are encouraged. Coverage of the material outlined on the hand out is imperative. Power point presentations by each team is highly recommended.

- Be sure to exchange e-mail addresses and phone numbers in case you need to discuss this presentation during the planning time of __________________. You should sub-divide your group.

- Hand-outs should be given to reinforce your basic concepts and to cover information you may not have time to present in class.

- Team members will be rewarded for creating Teaching Strategies to increase retention: Think-Pair-Share, games, class discussions, costumes, props, enactments, debates, food related to subject, music . .

TEAM NAME: _____________________________________________
PRESENTATION DATE: ____________________________________________

TEAM FACILITATOR: ____________________________________________

Team Members:

PLAN FOR PRESENTATION:
I. Part one of chapter ___, pages _____ presented by ______________________
   A. Images, vocabulary, test review questions
   B. Optional activity
II. Part two of chapter ___, pages _____ presented by ______________________
   A. Images, vocabulary, test review questions
   B. Optional activity
I. Part three of chapter ___, pages _____ presented by ______________________
   A. Images, vocabulary, test review questions
   B. Optional activity
II. Part four of chapter ___, pages _____ presented by ______________________
   A. Images, vocabulary, test review questions
   B. Optional activity

How to Prepare for the Team Teaching Project (You will be graded on the following):

REQUIRED completion of assignment and participation in each of the following:

1. Reading the chapter by Team members prior to presenting to class and/or presenting travel project as a part of the chapter ______________________________
2. Preparing and presenting assigned portion of chapter to the class. Be familiar with the material to avoid reading the slide ________________________________________________________
3. Preparation and distribution of handouts on chapter highlights, vocabulary, test review questions__________________________________________________________
4. Conducting “open discussions” with class peers_____________________________________
5. Preparing visual aids as an effective teaching tool, for instance, games, costumes, maps, snacks ________________________________________________
6. Researching background on the material, MORE than the text____________________
7. Present several examples of the artist's or culture’s work, MORE than the text _________
8. Presenting a clear oral presentation with correct pronunciation_____________________

Number of points awarded :_____________________________________________ (Max 50 pts)