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.

Instructor Information:

Instructor’s Name: Candace Austin
Email Address: caustin@dcccd.edu
Office Phone Number: 972-273-3450
Office Location: T135
Office Hours: By Appointment Only

Course Information

Course title: Art Appreciation
Course number: ARTS 1301
Section number: 73009
Credit hours: 3
Class meeting time: Tuesday and Thursday 2:00-03:20PM

Course description: Films, lectures, 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 or Recommended Textbooks and Materials
EARLIER EDITIONS MAY NOT HAVE ALL OF THE CURRENT IMAGES AND OR INFORMATION

Course Objectives

Upon completion of this course students will demonstrate knowledge of an art related vocabulary and history. Students will gain an appreciation for the aesthetics of the visual arts including the visual elements and principles of design. Students will demonstrate knowledge of 2D and 3D art forms, including media and methods of construction. Students will be able to develop an informed personal reaction to the arts, through written and spoken word, based upon critical analysis of various art forms and an appreciation of the artistic processes to complete such art forms. There will also be opportunities to do art and see original art.

Specific Course Learning Outcomes
These are the outcomes the students must demonstrate to successfully complete an assignment/course. See Appendix A for the list of EEO’s and CCIC’s.

1. The student will complete chapter quizzes for reading comprehension. EEOs 1, 7, CCICs 2,3,6
2. The student will write a three page research paper with MLA documentation on an art historical object. EEOs 1,2,3,6,7, CCICs 1,5,6
3. The student will take four 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
5. The student will complete a class art activity to experience the challenge and the joy of creating art. EEOs 3, 4, 6, 7, CCICs 2, 3
6. The student will visit the Dallas Museum 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. EEOs1,2,3,4,5,6,7, CCICs 1,2,3,4,5,6

Course Outline

Course Outline:
The following outline may vary according to the specific needs of the students.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activity</th>
<th>Home Work</th>
<th>Due</th>
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<tbody>
<tr>
<td>1</td>
<td>1/22</td>
<td>Discuss Syllabus, Class Discussion</td>
<td>Read Ch 1</td>
<td></td>
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<td></td>
<td>1/24</td>
<td>Online Lecture Ch 1</td>
<td>Read Ch 2</td>
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<td>2</td>
<td>1/29</td>
<td>Lecture Ch 2</td>
<td>Read Ch 3</td>
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<td></td>
<td>1/31</td>
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<td>3</td>
<td>2/5</td>
<td>Video</td>
<td>Read Ch 4</td>
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<td></td>
<td>2/7</td>
<td>Online Lecture Ch 4</td>
<td>Read Ch 5</td>
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<tr>
<td>4</td>
<td>2/12</td>
<td>Lecture Ch 5</td>
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<tr>
<td></td>
<td>2/14</td>
<td>Review Test 1</td>
<td></td>
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<tr>
<td>5</td>
<td>2/19</td>
<td><strong>Test #1 (Ch 1-5)</strong></td>
<td>Read Ch 6, 7</td>
<td>Museum Worksheet and Art Analysis #1</td>
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<td></td>
<td>2/21</td>
<td>Online Lecture 2D Arts (Ch 6-8)</td>
<td>Read Ch 8, 9</td>
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<tr>
<td>6</td>
<td>2/26</td>
<td>2D Activity</td>
<td>Read Ch 10, 11</td>
<td>Museum Worksheet and Art Analysis #1</td>
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<tr>
<td></td>
<td>2/28</td>
<td>Online Lecture 3D Arts (Ch 11-13)</td>
<td>Read Ch 12, 13</td>
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<td>7</td>
<td>3/5</td>
<td>3D Activity and/or Tour of Art Dept</td>
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<td></td>
<td>3/7</td>
<td><strong>Online Test #2 (Ch 6-8)</strong></td>
<td>Read Ch 14</td>
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<tr>
<td>8</td>
<td>3/12</td>
<td>Video</td>
<td>Read Ch 15</td>
<td>Outline Research Project</td>
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<td></td>
<td>3/14</td>
<td>Online Lecture Ch 14</td>
<td>Read Ch 15</td>
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<td>3/19-21</td>
<td>NO CLASS SPRING BREAK</td>
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<tr>
<td>9</td>
<td>3/26</td>
<td>Lecture Ch 15</td>
<td>Read Ch 16</td>
<td>Art Analysis #2</td>
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<td></td>
<td>3/28</td>
<td>Online Lecture Ch 16 Part I</td>
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<td>10</td>
<td>4/2</td>
<td>Lecture Ch 16 Part II</td>
<td>Read Ch 17</td>
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<td></td>
<td>4/4</td>
<td>Online Lecture Ch 17 Part I</td>
<td>Read Ch 18</td>
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<tr>
<td>11</td>
<td>4/9</td>
<td>Lecture Ch 17 Part II</td>
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<td>4/11</td>
<td>Online Lecture Ch 18, Online Test #3 Review</td>
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<tr>
<td>12</td>
<td>4/16</td>
<td><strong>Test #3 (Ch 14-18)</strong></td>
<td>Reach Ch 19</td>
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<td></td>
<td>4/18</td>
<td>Online Lecture Ch 19/20</td>
<td>Read Ch 20</td>
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<tr>
<td>13</td>
<td>4/23</td>
<td>Lecture Ch 21 Part I</td>
<td>Read Ch 21</td>
<td>Research Project</td>
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<tr>
<td></td>
<td>4/25</td>
<td>Lecture Ch 21 Part II</td>
<td></td>
<td></td>
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<tr>
<td>14</td>
<td>4/30</td>
<td>Present Research Projects</td>
<td>Read Ch 22</td>
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</table>
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.
2. Research Project on Art Technique will assess writing skills, knowledge of writing a research paper with MLA documentation, critical thinking through the selection and organization of research materials by using a rubric provided in Research Project Handout.
3. Comprehensive tests will assess critical thinking and retention.
4. Two critical reviews to assess critical thinking and writing.
5. Class art activity to assess critical thinking,
6. Field trip to the Dallas Museum of Art with critical review and worksheets to assess critical thinking and writing skills.
7. Class worksheets to assess listening.
8. Attendance and participation in class.
9. 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

Evaluation of students will be the result of tests, papers, quizzes, projects and participation in the class. The following categories and percentages will be used to calculate grades:
1. Tests x 45%
2. 1 Page Research Paper and Art Project Presentation x 20%
3. Art Project(s) x 5%
4. Museum Worksheet x 5%
5. Quizzes x 5%
6. Participation x 10%

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7. Critical Reviews x 10%

*See Appendix E for Evaluation Worksheet

**Exams and Assignments**

- Four comprehensive tests will be a combination of short answer essay, fill in the blank, 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.
- A visit to the Dallas Museum of Art will be evaluated by attendance and listening to the docent(if applicable) and by the completion of worksheets over the art objects viewed and discussed. See Appendix B.
- The art activity(s) will be graded by the completion of the activity on a pass/fail basis.
- The research project will be evaluated by the completion of a 1 page paper research paper (including a works cited, MLA documentation, outline and imagery), an art project of the students choice, and a presentation of the process and outcome of the researched art technique according to the directions given. See Appendix D.
- The Critical Reviews will be graded based on writing skills (grammar, spelling, and sentences structure), comprehension of the work of art reviewed, and clarity of ideas presented. See Appendix C.
- The student will complete pre and post tests to assess gains in general knowledge about the subject over the course of the semester for a participation grade.
- Quizzes will be given sporadically to test reading comprehension, vocabulary, and theory understanding.

*No make up tests or quizzes will be given. The student is responsible for being present on test days.*

There will be a quiz on many of the days we don’t have tests. They will be true/false, multiple choice, or short essay over art terms, works, and artists. The information covered on the quizzes will be covered in lectures, readings, or videos. Quizzes will be given within the first 5 minutes of class, or online, and there will be no make-ups offered.

**Grading Scale**

Grades will be given on an 100 point scale:
- A : 100-90
- B : 89-80
- C : 79-70
- D : 69-60
- F : 59-0

For rubric see Appendix E

**Discipline/ Course/ Department/Policies**

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**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 in person and online, be prepared by reading 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. You are responsible for attaining any information presented in class that you may miss for any reason.
5. Be aware of grades throughout the semester via eCampus.

**Attendance Policies:**
Attendance and punctuality are mandatory. Due to the visual nature of this course attendance is vital. Class attendance is the responsibility of the student as is notifying the instructor whenever an absence is necessary. If you are unable to complete the course you must withdraw by Thursday, April 18, 2013. Withdrawing from a course is a formal procedure that requires you to initiate. I cannot do it for you. If you stop attending class and do not withdraw you will probably be issued an “F.” Being prepared for class is vital. Therefore coming to class without required supplies will result in a recorded absence.
1. Three absences will result in the grade being dropped a full level.
2. Three tardies constitute an absence.
3. Students are required to attend and participate in all class discussions.
4. Come prepared to all classes, this includes having the textbook and note materials.

**Classroom Policies:**
Students are expected to act in an adult manner and any disruptive or disrespectful behavior towards staff, faculty, or other students will not be tolerated. The faculty reserves the right to remove any student who is acting in a disruptive way. Three warnings regarding inappropriate behavior and the student will be sent to the dean of liberal arts. Regular and punctual attendance is expected and required. Grades will be lowered for late or incomplete work. 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.**

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.
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.

“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

DROP POLICY
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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.
   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:
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.

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

Course-Level Student Learning Outcomes and Assessments ARTS 1301

<table>
<thead>
<tr>
<th>Departmental SLO PRE &amp; POST TEST</th>
<th>Departmental SLO GALLERY REVIEW</th>
<th>Departmental SLO MUSEUM REVIEW</th>
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<tbody>
<tr>
<td>Students in ARTS 1301 will complete in eCampus a</td>
<td>In ARTS 1301, the student will write a critical review on art seen in a</td>
<td>In ARTS 1301, after completing a field trip to a Museum of Art with a</td>
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ARTS 1301

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Appendix A

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.

Appendix B (EEOs 1,2,3,5,6,7, CCICs 2,3,5,6)

Museum Worksheet:

You will be given worksheet to fill out during the DMA visit scheduled in class. This is separate and different from the critical reviews. The worksheet will be graded according to the following:

Review of artworks  x75%
-Review five artworks that you find particularly interesting (5x15%)
-List information about the artwork (20 %)
-Describe the artwork (40%)
-Give your opinion of the artwork (40%)

Answer questions specific to artworks and/or museum. X 25%
Appendix C (EEOs 1,2,3,6, CCICs 2,5)

Museum and Gallery CRITICAL REVIEW: Directions and Rubric
A critical review should be a minimum of three paragraphs. The artwork should be seen in person.

Museum CRITICAL REVIEW
Directions and Rubric

A critical review should be a minimum of three paragraphs.

Paragraph one: Introduction 30% of grade 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 40% of grade 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 30% of grade points earned_______
Discuss your reaction to the art work, whether you thought it was successful in terms of composition and content.

Please provide an image of the artwork you are discussing. This should be a photograph or a simple sketch. The image should be labeled with the Title, Artist and Date.

GALLERY CRITICAL REVIEW
Directions and Rubric

A critical review should be a minimum of three paragraphs.

Paragraph one: Introduction 30% of grade 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 40% of grade 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 30% of grade points earned_______
Discuss your reaction to the art work, whether you thought it was successful in terms of composition and content.
Please provide an image of the artwork you are discussing. This should be a photograph or a simple sketch. The image should be labeled with the Title, Artist and Date.

**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 and 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

Research Project (EEOs 1,2,3,6,7, CCICs 1,5,6)

Begin with deciding on a subject matter for your project. Choose an art technique that you find interesting and would like to further explore. You will research this technique and then write a research paper describing the technique in detail. Make sure to include some information on at least one artist that uses this technique. In the last paragraph of the written portion of the paper, describe your experience with the technique. For the art piece part of this assignment, create an art work using the technique you have researched. There are no limitations for this piece, but if you need subject matter, consider a self portrait of some kind as a starting point. Finally, you will present your technique and art project to the class in a 5 minute maximum presentation.

The entire research project will be graded according to the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>The written research paper</td>
<td>x 30%</td>
</tr>
<tr>
<td>The art project</td>
<td>x 40%</td>
</tr>
<tr>
<td>The presentation</td>
<td>x 30%</td>
</tr>
</tbody>
</table>

The written research paper \(30\%\) of total grade will consist of four portions: outline, paper, bibliography, and imagery. These Four parts should be submitted typed, double spaced, and should be in proper format with notation to document your sources.

NO plagiarizing. If you do not give your sources within the body of the paper, it is plagiarism. You must use MLA style parenthetical notes after each paragraph or group of paragraphs to reveal your source of information by writing the author's last name and page number(s). I could then go to your Works Cited page and look up that information for myself. I will not accept work that does not have sources included.

MLA Documentation

North Lake College
Prof. Austin
ARTS 1301
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 list, where, under the name Marcuse, the would find the following information.


**Outline:** This should be only an outline, no sentences. Use Roman numerals, etc. The purpose of the outline is to help you organize the information you have gathered. Be as detailed as possible.

Example:

I. Introduction
   A. Topic

II. Body of the paper
   A. Subject of the First Paragraph (discussion of media)
      1. Details, quotes etc.
   B. Subject of the Second Paragraph (information about artist/artwork using chosen technique)
      1. Details, quotes etc.
   C. Subject of the Third Paragraph (your personal experience)
      1. Details, quotes etc.
      *Expand/Contract as needed

III. Conclusion
   A. Explain how to tie together the previous information
   B. Your closing statements

**Text:** This will be the written portion of the research paper and should follow your outline. This should be a minimum of one full page and a maximum of two, not including imagery. Be sure to cite your sources with author's last name and page number of book or website address enclosed in parentheses. _Edit carefully, checking spelling and grammar._

**Imagery:** Provide a photocopy or digital copy of any art object discussed in the text. You may label each image (ex. Image 1) to discuss in text.

**Works Cited:** 3 specific sources on your topic, including, but not limited to, the following
sources, books, periodicals, interview with artist, and the internet. Consider interviewing North Lake College art faculty for a source as well. No encyclopedias, please. The sources are alphabetized by the author's last name.

Example:

When you submit your final paper, be sure to include your information in this order: Outline, Text, Works Cited, Imagery.

The research paper will be graded according to the following:

**Outline** x 5%
- Clear and detailed outline of paper (see above)

**Text** x 80% Total
- Writing Skills (Including spelling, grammar, and sentence structure) x 25%
- Comprehension (understanding of artist’s intent and or artworks) x 30%
- Clarity of ideas presented (ideas are presented in an accessible way) x 25%

**Works Cited** x 10%
- Correct number of required works x 5%
- Correct format of citation x 5%

**Imagery** x 5%
- Clearly label and organize images

**The art project** 40% of total grade
should be an original art work created by you using the technique you have researched. There are no limitations on this art work, but if you need inspiration, consider creating a self portrait, or look at an artist you admire and make your own version of their work. You will be responsible for purchasing the supplies for this project.

The art project will be graded according to the following:

**Design** x 50%
- Concept and proper use of materials

**Craftsmanship** x 50%
- Command of materials, effort put forth, completion of project

**The presentation** 30% of total grade
should be a five minute oral discussion of the technique and media you have researched and used in your art work. Please use visual aids. This is open to interpretation and could include any of the following: a powerpoint presentation, charts/diagrams, art materials, and/or art works.

The presentation will be graded according to the following:

Length x 10
- at least 2 minutes but no more than 5
Knowlege of content x 60
- student exemplifies a thorough understanding of material and method
Clarity of presentation x 30
- speaking skills

Appendix E

Evaluation Worksheet: Fill out the following during the semester to calculate current grade.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Grades (Average)</th>
<th>Multiply by %</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>Test 1</td>
<td>+_______/4=_____</td>
<td>X .45 (45%)</td>
<td></td>
</tr>
<tr>
<td>Test 2</td>
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<td>Test 3</td>
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<tr>
<td>Test 4</td>
<td>+_______/4=_____</td>
<td>X .45 (45%)</td>
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<td>X .2 (20%)</td>
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<tr>
<td>Art Project 1</td>
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<tr>
<td>Art Project 2</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Museum Worksheet</td>
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<tr>
<td>Quizzes</td>
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<tr>
<td></td>
<td>+_____<strong>/Tot #=</strong>____</td>
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</tr>
<tr>
<td>Participation</td>
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</tr>
<tr>
<td>Critical Review 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Review 2</td>
<td>+_______/2=_____</td>
<td>X .10 (10%)</td>
<td></td>
</tr>
<tr>
<td>Total Grade:</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

Please sign and date saying you have read and understood the syllabus for Art Appreciation 1301 and will abide by the guidelines set forth. Tear this portion off from the syllabus and return to instructor.