ARTS 1301.73201 Art Appreciation

SPRING SEMESTER - 2013

ARTS, BUSINESS, SPORTS SCIENCE, AND TECHNOLOGY DIVISION

BUSINESS and TECHNOLOGY LABRATORIES
Office Hours: 8:00 a.m. - 8:30 p.m. Mon-Thu,
8:00 a.m. - 4:30 p.m. Fri
Location: T135, Telephone: 972-273-3450

STUDIOS FOR THE ARTS
Office Hours: 10:00 a.m. - 6:00 p.m. Mon-Thu,
8:30 a.m. - 4:30 p.m. Fri
Location: T126, Telephone: 972-273-3562

SPORTS COMPLEX
Office Hours: 10:00 a.m. - 6:00 p.m. Mon-Thu,
8:30 a.m. - 4:30 p.m. Fri
Location: F203, Telephone: 972-273-3518
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: Richard Miller

RMiller2@dcccd.edu

Instructor Office Hours:

Wednesday 11:00 am - 11:15 am by appointment

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Course Information

Course title:  Art Appreciation

Course number:  ARTS 1301

Section number:  73201

Credit hours:  3

Class meeting time:

Wednesday 8:00 am – 9:20 am J201

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 Textbooks and Materials


Earlier editions MAY NOT HAVE ALL OF THE CURRENT IMAGES AND OR INFORMATION. STUDENT IS RESPONSIBLE FOR ANY DISCREPANCIES.
Course Objectives

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.

Specific Course Learning Outcomes

These are the outcomes the students must demonstrate to successfully complete an assignment/course.

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1. The student will complete chapter quizzes for reading comprehension. EEOs 1, 7, CCICs 2,3,6

2. The student will write a five page research paper with MLA documentation on an art historical object in an international location of their choosing. 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

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. 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. CCIC 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.

2. Critical analysis paper from direct observation will assess writing skills, analytical skills, and critical thinking through the selection and organization of research materials by using a rubric provided in Appendix.

3. Three comprehensive tests will assess critical thinking and retention.

4. Class art activity to assess critical thinking.

5. Museum field trip with critical review and worksheets to assess critical thinking and writing skills.

6. Class worksheets to assess listening.

7. Attendance and participation in peer to peer teaching and class assignments.

8. 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

1. Chapter quizzes will be assessed by questions over the text.

2. Research Paper on Art Historical Object 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 Appendix.

3. Three 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 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 peer to peer teaching and class assignments.

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

Three comprehensive tests will be a combination of short answer 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.

A class visit to the Museum of Art will be evaluated by attendance and listening to the docent, by the completion of worksheets over the art objects viewed and discussed, and by the completion of a three paragraph critical review on an object of the student's choosing. A rubric will be provided in the Appendix for student and instructor use.

The art activity will be graded by the completion of the activity on a pass/fail basis.

The travel project will be evaluated by the completion of the research paper, works cited, MLA documentation, outline and imagery according to the directions give. A rubric will be provided in the Appendix 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

**Exams and Assignments**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Category</th>
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</thead>
<tbody>
<tr>
<td>30% of grade</td>
<td>(3) Major Exams</td>
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<tr>
<td>10% of grade</td>
<td>Two Museum/Gallery Field Trip/Papers</td>
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<tr>
<td>4% of grade</td>
<td>Peer Teaching</td>
</tr>
<tr>
<td>2% of grade</td>
<td>Class Notes, Class Assignments, Attendance</td>
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<tr>
<td>8% of grade</td>
<td>Online Assignments (3 Course Module Quizzes) , Discussions (6)</td>
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<tr>
<td>4% of grade</td>
<td>Art Activities (Iconography Collage, Line Drawing, Automatic Drawing, Digital Painting)</td>
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<tr>
<td>22% of grade</td>
<td>Chapter Quizzes (22)</td>
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<tr>
<td>20% of grade</td>
<td>One Research Paper With MLA Citation</td>
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Grading Scale

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

<table>
<thead>
<tr>
<th>In Class</th>
<th>Online</th>
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<tr>
<td></td>
<td>Exam One</td>
</tr>
<tr>
<td></td>
<td>Exam Two</td>
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<td>Final Exam</td>
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<td>Chapter Quizzes</td>
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<td>Unit Quizzes</td>
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| Exam One                  | 100                         |
| Exam Two                  | 100                         |
| Exam Three                | 100                         |
| Museum Field Trip Papers (2 papers/50 pts each) | 100 |
| Peer Teaching             | 40                          |
| Class Notes, Class Assignments, Attendance | 20 |
| Online Assignments, Activities, Unit Quizzes And Discussions | 80 |
| Art Activities            | 40                          |
| Chapter Quizzes           | 220                         |
| Research Paper            | 200                         |

Total Points | 1000
<table>
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<tr>
<th>Peer Teaching Presentations</th>
<th>Museum/Gallery Visits</th>
<th>Museum/Gallery Papers</th>
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<tbody>
<tr>
<td>Art Activities</td>
<td>Art Activities</td>
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<tr>
<td>Group Discussions</td>
<td>Discussion Boards</td>
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<tr>
<td>Class Notes</td>
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<tr>
<td>Slide Lectures</td>
<td>Unit Activities</td>
<td>Selection of Travel Location</td>
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<tr>
<td></td>
<td></td>
<td>Works Cited</td>
</tr>
<tr>
<td>Final Travel Project Paper</td>
<td>Outline</td>
<td></td>
</tr>
</tbody>
</table>

**A=** 900-1000 points  
**B=** 800-899  
**C=** 700-799  
**D=** 600-699  
**F=** 0-599

**TESTS**: will be a combination of true/false, multiple choice, identification, and/or essay format.

**QUIZZES**: will be a combination of true/false, multiple choice, and identification.

**DAILY**: will be class notes, pop quizzes, individual class presentation, group presentations, participation in class discussions, class writing assignments, class art assignments, online assignments, and class critique assignments.

**MUSEUM/GALLERY VISIT**: 1 visit to a museum during the course of the semester. Each visit will be documented in a research paper.

**RESEARCH PAPER**: Travel Project/Research Paper
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 quiz before class.
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. Make at least one friend in class so that notes and directions can be exchanged.
5. Be aware of grades throughout the semester via eCampus.

Classroom Etiquette:

1. Come to class on time.
2. Students must notify the instructor of any early departure from class. Failure to do so will result in the withdrawal of the student from the class.
3. No cell phone usage or text messaging in class. Use of cell phone or texting during class time will result in dismissal for the remainder of that class period.
4. Use of laptop computers in class is strictly for accessing course related material and content.

Any student using a laptop for non-course related purposes such as but not limited to, instant messaging, checking email, random web surfing, will result in dismissal for the remainder of that class period.
5. Use of cell phone or texting during a test will result in a zero on the test. All tests are to be completed individually.

Any sharing of information will result in a zero on the test.

6. No plagiarism is allowed and will result in a zero on the assignment.

**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 your 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.

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) Bribery 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](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 18th, 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.

ABSENCES

You are allowed 3 absences without penalty. Tardiness or inattentiveness in class is one point, whereas timely, attentive attendance is three points per class. Be on time. If you have a personal problem that interferes with attendance or tardiness, consult with me.

EXTRA CREDIT

You may receive as many as five extra credit points added to your final grade by attending an approved art event and writing a one page summary of that event. You may earn one point per event. In addition, you must include a ticket, pamphlet or other form of proof of attendance. The summary and proof of attendance is due by May 1st, 2013.
**SCHOOL CLOSING**

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

(972) 273-3000, North Lake College weather hot-line

**Course-Level Student Learning Outcomes**

**Arts, Business, Sports Sciences, Technology: Visual and Performing Arts Courses**

**Fall 2012 SLOs**

<table>
<thead>
<tr>
<th>Departmental SLO</th>
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<th>Departmental SLO</th>
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<tbody>
<tr>
<td>PRE &amp; POST TEST</td>
<td>GALLERY REVIEW</td>
<td>MUSEUM REVIEW</td>
</tr>
<tr>
<td><strong>Students in ARTS 1301</strong> 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. <strong>EEOs 1, 6.  CCIC 6</strong></td>
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<tr>
<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. <strong>Gen Ed SLOs 1.3, 3.1, 3.2</strong></td>
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<tr>
<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. A review of the religious and political moral climate of that art period will be considered (4.2 and 5.l, 5.2). A rubric will be provided in for student and instructor use to assess performance. <strong>EEOs 1,2,3,5,6,7</strong></td>
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<tr>
<td>This writing assignment will include sources to avoid plagiarism(4.1). These assignments will be submitted in a timely manner, and late work will not be accepted (6.2)</td>
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</table>
assignment will include sources to avoid plagiarism (4.1). These assignments will be submitted in a timely manner, and late work will not be accepted (6.2)

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, 6.2

CCICs 2,3,4,5,6
Gen Ed 1.1, 2.1, 3.1, 3.2, 4.1,4.2, 5.1, 5.2, 6.2

APPENDIX A Course Outline

ARTS 1301.7001 ART APPRECIATION

SPRING SEMESTER - 2013

Richard Miller - Instructor

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

Class Schedule, subject to change:

1/23  Introduction - The Critical Process

Why Man Creates - Chapter 1

What is Art? - Chapter 2

Themes and Purposes of Art - Chapter 3
Video - Maya Lin: Viet Nam Veterans Memorial / Memorial to Civil Rights

Design Terms Quiz

Elements of Art - Chapter 4

Principles of Design - Chapter 5

Non-Representational Line Drawings

2/20 Exam I

2/27 2-Dimensional Media - Chapter 6

Drawing: Materials

2-Dimensional Media

Drawing: Class Assignment - Automatic Drawing

Video - Keith Haring: Drawing The Line

2-Dimensional Media/Methods

Painting: Materials/Methods - Chapter 7

2-Dimensional Media

Printmaking: Materials/Methods - Chapter 8

2-Dimensional Media /The Camera Arts - Chapter 9

Photography

2-Dimensional Media

Film

2-Dimensional Media

Film Analysis

Graphic Design and Illustration - Chapter 10
3/27  3-Dimensional Art

Sculpture: Materials and Methods - Chapter 11

3-Dimensional Art

Video: Bronze Casting

3-Dimensional Art

Kinetic Sculpture

Video: Alexander Calder

3-Dimensional Art

Environmental Sculpture

Video: Christo's Valley Curtain

3-Dimensional Art

Craft Art - Chapter 12

Video: Dale Chihuly-Glass Art

3-Dimensional Art

Craft Art - Chapter 12

Architecture - Chapter 13

4/10  Peer Teaching Presentations - Group I (Chapter 18)

Peer Teaching Presentations - Group II (Chapter 19)

Peer Teaching Presentations - Group III (Chapter 20)
4/10 Exam II

4/17 Renaissance Art - Chapter 16

*Video: Michelangelo*

Neo-Classicism, Romanticism, Realism toward Impressionism  Chapter 21

Impressionism

*Video: Monet*

Post Impressionism

*Video: Van Gogh*

20th Century Avant-Garde

Cubism

Pablo Picasso

Art Between the Wars

DADA and Surrealism

*Video - Degenerate Art*

Abstract Expressionism - Chapter 22

*Jackson Pollock and the New York School*

Pop Art, Minimalism, Post-Modernism

5/13-5/16 Final Exam
Important Dates

1/21       Martin Luther King Holiday
1/28       Selection of Travel Project Destination
2/4        Travel Project Works Cited Due
2/11       Travel Project Outline Due
3/11       Travel Project/Imagery Due
4/1        Critical Review Paper
4/10       Peer Teaching Presentations
4/18       Last Day To Drop with Grade of "W"

Chapter Quizzes 1-5 Should Be Completed by 2/20
Chapter Quizzes 6-10 Should Be Completed by 3/15
Chapter Quizzes 11-17 Should Be Completed By 4/10
Chapter Quizzes 18-22 Should Be Completed by 5/10

Unit Of Instruction 1 Quiz Should Be Completed By 2/20
Unit Of Instruction 2 (2-Dimensional Media) Quiz Should Be Completed By 3/15
Unit Of Instruction 2 (3-Dimensional Media) Quiz Should Be Completed By 4/10
Unit Of Instruction 3 Quiz Should Be Completed By 5/10
APPENDIX B  CRITICAL REVIEW

Directions and Rubric

A minimum of four paragraphs for each work discussed. Five work of art total for each paper.

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.

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)*

In your Gallery Critical Revue, in addition to writing about your specific work of choice, specify the name of the gallery, location and days/hours of operation.

In your Museum Critical Revue, in addition to writing about your specific work of choice, include the following information about the museum and your visit:

1. Who is the architect of this museum? What are some of the most memorable highlights of this architecture?

2. What comprises the permanent collection stated in general terms. For instance, what is the content of the museum's major areas?

3. List at least five pieces that you consider to be outstanding in this museum by writing the name of the piece, the artist, the date and whether it is a sculpture, painting, print, etc.

4. When are docent tours offered at this museum?

5. Is the museum free at any time?
APPENDIX C

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 APPRECIATE 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 AN 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 OBJECTIVE 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.**

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**APPENDIX D TRAVEL PROJECT**

*This travel project begins with your selection of a destination in the world, a place you have always dreamed of going. After your country has been determined, select a specific city or area in the country where there is architecture, sculpture, or painting of art historical significance. SELECT ONLY ONE OBJECT, NOT AN ENTIRE MUSEUM. If you conduct an internet search of your country, art historical objects will most likely be discussed. Research your travel costs and put that information in the introductory portion of your paper.*

The written travel project will be composed of four parts: the Works Cited, the outline, the text, and the imagery. These four parts will be submitted as the final travel project. These parts should be submitted typed or word processed, and should be in the proper format with notation to document your sources. A cover page should be included, and a binder is welcome.

NO plagiarizing, please. 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.

---

**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.)

1. Works Cited:
You need to submit at least 10 sources for your Travel Project research, and at least
one must be from a book (or periodical) other than your textbook. Please 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 on your topic from the Navarro College library. 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. If, for instance, you are researching the Blue Mosque in
Istanbul, Turkey, search for Islamic architecture, and Istanbul. You probably will not find
a book locally on the Blue Mosque only.

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

http://www.mla.org/style_faq

http://www.studyguide.org/MLAdocumentation.htm
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/

2. **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.

Following is an example:

I. Introduction (1/2 to 1 page)
   A. Destination: why you want to go there
   B. Travel Costs: airfare, hotel, food, sight-seeing costs

II. Body of the paper  (3-4 pages)
   A. Background information about the country
   B. Facts about the art historical object you are researching
   C. Imagery of the object you are researching

III. Conclusion  (1/2 page)
   A. Closing statements about your imaginary trip
   B. When could you actually go?

3. **Text**: This will be the written description of your destination and research, and it should follow your outline.  This should be a minimum of five pages not including imagery. Be sure you cite your sources with author’s last name and page number of book OR website address enclosed in parentheses.

Check spelling, grammar.
The emphasis in the text should be on the art historical object. You might spend the first page on travel plans and costs, then a paragraph or two on the history of the city or country you have chosen, and the remaining pages on the art historical object.

4. Imagery: Provide a photocopy or digital copy of any art object discussed in the text. WHEN YOU SUBMIT YOUR FINAL TRAVEL PROJECT, BE SURE TO INCLUDE YOUR INFORMATION IN THIS ORDER: COVER PAGE, OUTLINE, TEXT WITH MLA PARENTHETICAL NOTATION, IMAGERY, AND WORKS CITED PAGE.

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**Grading Rubric, Travel Project**

Name of student ________________________, Topic ______________________

Completion of assignment & participation in each of the following:

*Your project will not be accepted if it does not include MLA documentation*

<table>
<thead>
<tr>
<th>Requirement</th>
<th>0</th>
<th>5</th>
<th>10</th>
<th>15</th>
<th>20</th>
<th>25</th>
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<tbody>
<tr>
<td>Selection and research primarily on one art historical object</td>
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<td>Outline following format given by instructor</td>
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<td>10</td>
<td>15</td>
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<tr>
<td>Works Cited with ten sources, some non-internet</td>
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<td>20</td>
<td>30</td>
<td>40</td>
<td>50</td>
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<tr>
<td>Monetary amount and research on cost of trip, flight, etc</td>
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<td>5</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Five pages, double spaced, 12 font, research on object</td>
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<td>10</td>
<td>15</td>
<td>20</td>
<td>25</td>
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</tr>
<tr>
<td>MLA parenthetical notation throughout research</td>
<td>5 10 15 20 25</td>
<td></td>
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<td>---------------------------------------------</td>
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<tr>
<td>One or more images of art/historical object</td>
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<td></td>
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<tr>
<td>Concluding remarks on possible time for your trip</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Cover page</td>
<td>1 2 3 4 5</td>
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</tr>
</tbody>
</table>

**Number of points awarded:**

- Works Cited
- Outline
- Project
- Imagery

**Works Cited Grading Rubric**

Name of student ________________________________, Topic __________________________

*Check to be sure you have completed all of the specifications below:*

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<thead>
<tr>
<th>Minimum of ten sources</th>
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</thead>
<tbody>
<tr>
<td>One of more books or periodicals, not including the textbook</td>
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</tr>
<tr>
<td>One or more database sources from our library</td>
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</tr>
<tr>
<td>Internet sources must include subject line and author (if known)</td>
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</tr>
<tr>
<td>Sources are alphabetized by author's last name (if known)</td>
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</table>
APPENDIX E "TEAM TEACHING PROJECT"

**Peer Teaching Overview:**

The final project for the class will involve a "Team Teaching" concept, utilizing the talents of each student in our Art Appreciation 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. Chapters 18, 19 and 20 will be taught by Team members, including:

1. reading each chapter by Team members prior to presenting to class,
2. preparing and presenting most aspects of each chapter to the class,
3. preparation and distribution of handouts on chapter highlights,
4. conducting "open discussions" with class peers, and

5. preparing visual aids as an effective teaching tool.

6. researching background on the artist

7. present several examples of the artist's work

8. presenting a clear oral presentation with correct pronunciation

The Team:

Each Team will be chosen by the class Instructor, and will consist of 3-5 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.

THIS TEAM TEACHING PROJECT COUNTS AS 40 POINTS ON YOUR 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 of the last two Chapters 18, 19 and 20. 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. Coverage of the material outlined on the hand out is imperative. Power point presentations by each team are required.
• Be sure to exchange e-mail addresses and phone numbers in case you need to discuss this presentation during the planning time.
• You may want to sub-divide your group.
• Utilize your text book’s website (www.mhhe.com/lwa9).

-

Grading Rubric, Team Teaching, Art Apprec. Ch. 18, 19 and 20

Name of student________________________Chapter_____Date__________

Completion of assignment & participation in each of the following

There is no opportunity to present other than assigned day.

-  

<table>
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<th>2</th>
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<td>Preparation and distribution of handout on vocabulary</td>
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<tr>
<td>Presentation of test review questions</td>
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<tr>
<td>Conducting &quot;open discussions&quot; with class peers</td>
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<tr>
<td>Activity</td>
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<td>Preparing visual aids as an effective teaching tool,</td>
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<td>5</td>
</tr>
<tr>
<td>for instance, games, costumes, map, snacks, etc.</td>
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</tr>
<tr>
<td>EXTRA on the artist /culture</td>
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<td>4</td>
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<tr>
<td>EXTRA examples of the artist's work</td>
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<td></td>
<td>1</td>
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<td>4</td>
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<tr>
<td>Presenting audible oral presentation</td>
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<td></td>
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<td>2</td>
<td>4</td>
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</table>

**Number of points awarded**: ________________________________