COURSE SYLLABUS
ARTS-1301-73429 Art Appreciation
SPRING 2013

ARTS, BUSINESS, SPORTS SCIENCE, TECHNOLOGY DIVISION
Office: T-135
Phone: 972-273-3450
Learning Center Office Hours: 8:00am-8:30pm, M-R, 8:00am-4:30pm, F

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: Professor Lisa Koen
lkoen@dccc.edu
972-273-3560
Instructor Office Hours: Via Email

Course Information
Course title: Art Appreciation
Course number: ARTS 1301
Section number: 73429
Credit hours: 3

Course description: Text and website reading 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. THE 9TH EDITION IS THE NEWEST EDITION OF THE TEXT. THE COURSE IS BASED ON THE 8TH EDITION. YOU MAY ELECT TO PURCHASE THE 8TH ON AMAZON, OR YOU MAY USE THE 9TH EDITION, BUT SOME IMAGES MAY BE DIFFERENT.
Course Objectives
1. In this class, you will become comfortable with talking and writing about art.
2. There will be opportunities see original art.
3. 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 will be covered.

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 a research paper with MLA documentation on five objects from different cultures. These may be viewed at the Dallas Museum of Art or at other larger museum. EEOs 1,2,3,6,7, CCICs 1,5,6
3. The student will take seven multiple chapter tests for knowledge retention and comprehension. EEOS 1,7, CCICs 2, 3, 6
4. The student will write two 3-paragraph critical reviews: one on art seen in a gallery and one on a scholarly article. EEOs 1,2,3,6, CCICs 2,5
5. The student will visit the Nasher Sculpture Center, the Trammel Crow Art Collection or another local museum to experience original art in a museum setting and write one research paper. EEOs 1,2,3,5,6,7, CCICs 2,3,4,5,6
6. The student will complete pre and post tests to assess to gain 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. Research Paper on 5 objects from different cultures will assess writing skills, knowledge of completing basic research with MLA documentation, critical thinking through the selection and organization of research materials. A rubric is provided in the Appendix.
3. Seven comprehensive tests will assess critical thinking and retention.
4. Three reviews, one on an object seen at a local museum, one on an object seen at a local gallery and one about a scholarly article will assess critical thinking and writing.
5. Complete 4 discussion board postings.
6. 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. Seven tests will be a combination of matching, multiple choice and essay questions to test knowledge, comprehension and retention. These tests will be taken from material from the textbook.
2. A visit to a museum will be evaluated by the completion of a research paper. The student will visit a museum of their choice and attend a docent-led tour, listen to an audio recording device that can be rented at the museum, or learn about their chosen art object on their own. They will provide a works cited page, using properly formatted MLA documentation. A rubric will be provided in the Appendix for student and instructor use.
3. 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.
4. Students will complete 4 discussion board postings with two entries each.
5. 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**

38%  Seven major exams  
10%  Two critical reviews (one gallery and one scholarly article)  
22%  22 chapter quizzes  
24%  One research paper with works cited page  
4%  Discussion Boards  
2%  Pre Test and Post Test  
100%

**Grading Scale**

*THIS CLASS WILL BE GRADED BY ADDING ALL OF THE POINTS EARNED:*

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Maximum Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Test &amp; Post-Test (10 points each)</td>
<td>20</td>
</tr>
<tr>
<td>Chapter Quizzes (22)</td>
<td>220</td>
</tr>
<tr>
<td>Test ONE: <em>CHAPTERS 1-5</em></td>
<td>55</td>
</tr>
<tr>
<td>Test TWO: <em>CHAPTERS 6-10</em></td>
<td>55</td>
</tr>
<tr>
<td>Test THREE: <em>CHAPTERS 11-13</em></td>
<td>55</td>
</tr>
<tr>
<td>Test FOUR: <em>CHAPTERS 14-15</em></td>
<td>55</td>
</tr>
<tr>
<td>Test FIVE: <em>CHAPTERS 16-17</em></td>
<td>55</td>
</tr>
<tr>
<td>Test SIX: <em>CHAPTERS 18-20</em></td>
<td>55</td>
</tr>
<tr>
<td>Test SEVEN: <em>CHAPTERS 21-22</em></td>
<td>55</td>
</tr>
<tr>
<td>Discussion Boards (4)</td>
<td>40</td>
</tr>
<tr>
<td>NLC Gallery or other gallery Critical Review - 3 pages</td>
<td>50</td>
</tr>
<tr>
<td>Scholarly Article Critical Review</td>
<td>50</td>
</tr>
<tr>
<td>Museum Research Paper</td>
<td>235</td>
</tr>
<tr>
<td>TOTAL POINTS</td>
<td>1000</td>
</tr>
<tr>
<td>Extra Credit (Optional) Additional 3-paragraph Critical Reviews (2)</td>
<td>20 pts. each</td>
</tr>
</tbody>
</table>

A= 900-1000  
B= 800-899  
C= 700-799  
D= 600-699  
F= 0-599
Discipline/ Course/ Department/Policies

Late Assignment Policy: If late work is accepted by the instructor, a total of 30 points will be deducted from the total possible points for the assignment. If there is an emergency, please contact the instructor via email.

Student Responsibilities:
1. Attend class online on a weekly basis.
2. Be prepared by reading chapter and taking chapter quiz for each chapter.
3. Submit assignments on time and in the form required by the instructor.
4. Visit the Writing Center (K-305) or call 972-273-3089 for help in completion of all writing assignments.
5. Be aware of grades throughout the semester via eCampus.

Online Class NETiquette:
1. Complete online assignments on time.
2. Assignments begin on Monday and end the following Sunday at 11:55 p.m. The assignment folder will no longer be accessible after that time. The Blackboard interface will automatically turn the folder off.
3. You may work ahead, but do not get behind!
4. All tests are to be completed individually.
5. 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.

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>Departmental SLO</th>
<th>2011sp Aggregate</th>
<th>Plans for Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students in ARTS 1301 will complete in eCampus a pre and post test to assess</td>
<td>187 students assessed</td>
<td>80% of students demonstrated competency, an increase of 20% from previous semester. Fall 2011 I will require the Pre Test in both the Pre &amp; Post Test, increasing percentage of usable data. Post Test is due on Week 13</td>
</tr>
<tr>
<td>gains in general knowledge about the subject over the course of the semester. A</td>
<td>149 met criteria</td>
<td>This SLO may be replaced SP2012 if the percentage of students meeting or exceeding competency levels continues.</td>
</tr>
<tr>
<td>minimum of 60% of the students will demonstrate a greater general knowledge base</td>
<td>80% met criteria</td>
<td></td>
</tr>
<tr>
<td>about Art after the completion of this course. This test is used district wide.</td>
<td>Pre Test, 75 scored</td>
<td>80% of students demonstrated competency, an increase of 20% from previous semester. Fall 2011 I will require the Pre Test in both the Pre &amp; Post Test, increasing percentage of usable data. Post Test is due on Week 13</td>
</tr>
<tr>
<td>EEOs 1, 6. CCIC 6</td>
<td>70% or better: 40%</td>
<td>This SLO may be replaced SP2012 if the percentage of students meeting or exceeding competency levels continues.</td>
</tr>
<tr>
<td>Gen Ed SLOs 1.3, 3.1, 3.2</td>
<td>Post Test 149 scored</td>
<td></td>
</tr>
<tr>
<td>70% or better: 80%</td>
<td>Pre Test, 75 scored 70% or better: 40%</td>
<td></td>
</tr>
<tr>
<td>227 students assessed</td>
<td>208 met criteria</td>
<td>92% of students demonstrated competency compared to a 93% result last semester. This semester, students will required to submit the completed, self-graded Common Gallery Review Rubric with the completed assignment to assure that the students are using it as a guide. This SLO must be completed by students, graded by instructor and results submitted to coordinator by Week 13 to facilitate the compilation of aggregate data. This SLO may be replaced SP2012 if the percentage of students meeting or exceeding competency levels continues.</td>
</tr>
<tr>
<td>92% met criteria</td>
<td>208 met criteria</td>
<td>92% of students demonstrated competency compared to a 93% result last semester. This semester, students will required to submit the completed, self-graded Common Gallery Review Rubric with the completed assignment to assure that the students are using it as a guide. This SLO must be completed by students, graded by instructor and results submitted to coordinator by Week 13 to facilitate the compilation of aggregate data. This SLO may be replaced SP2012 if the percentage of students meeting or exceeding competency levels continues.</td>
</tr>
<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. 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>227 students assessed</td>
<td>208 met criteria</td>
</tr>
<tr>
<td>208 met criteria</td>
<td>92% met criteria</td>
<td>92% of students demonstrated competency compared to a 93% result last semester. This semester, students will required to submit the completed, self-graded Common Gallery Review Rubric with the completed assignment to assure that the students are using it as a guide. This SLO must be completed by students, graded by instructor and results submitted to coordinator by Week 13 to facilitate the compilation of aggregate data. This SLO may be replaced SP2012 if the percentage of students meeting or exceeding competency levels continues.</td>
</tr>
<tr>
<td>227 students assessed</td>
<td>208 met criteria</td>
<td>92% of students demonstrated competency compared to a 93% result last semester. This semester, students will required to submit the completed, self-graded Common Gallery Review Rubric with the completed assignment to assure that the students are using it as a guide. This SLO must be completed by students, graded by instructor and results submitted to coordinator by Week 13 to facilitate the compilation of aggregate data. This SLO may be replaced SP2012 if the percentage of students meeting or exceeding competency levels continues.</td>
</tr>
</tbody>
</table>
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

| 222 students assessed | 194 met criteria | 87% met criteria | 87% of students demonstrated competency compared to a 93% result last semester. This semester, students will be required to submit the completed, self-graded Common Museum Review Rubric with the completed assignment to assure that the students are using it as a guide. This SLO must be completed by students, graded by instructor and results submitted to coordinator by Week 13 to facilitate the compilation of aggregate data.

This SLO may be replaced SP2012 if the percentage of students meeting or exceeding competency levels continues.
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, consider what the artist wants the viewer to experience, and how art influences each of us.

TELEPHONE: Visual and Performing Arts Division Office, Room G-325
TECHNICAL HELP FOR ECAMPUS SITE: 972-669-6402
REQUIRED TEXT: Gilbert’s Living with Art, by Mark Getlein, 8th edition
ISBN # 0-07-285934-2

If you use another edition of the text, please recognize that some of the images may have changed. You will still be responsible for the information.
Class Schedule, subject to change

ALL WORK MUST BE SUBMITTED USING THE VIEW/ASSIGNMENT LINK,
NOT IN AN EMAIL ATTACHMENT

DUE DATES ARE POSTED ONLINE UNDER ASSIGNMENTS ONLINE

WEEK 1 Assignments:

- Read the Getting Started Tab
- Read Chapters 1-3.
- Take Chapters 1-3 Quizzes
- Read instructions for the 5-page research paper
- REQUIRED! - COMPLETE THE PRE-TEST
- Read Chapters 4 and 5.
- Complete the quizzes CHAPTERS 4 & 5.
- Schedule your gallery and museum visits for this week and the next
- Complete Test 1 over Chapters 1-5
- Visit the NLC Gallery or another local gallery like the Irving Arts Center.
- Write a 3-paragraph essay about ONE work of art from the gallery.
- Submit the essay by copying the text into the SUBMISSIONS section of the VIEW/SUBMIT ASSIGNMENTS link in this folder.
- Read Chapters 6-8
- Complete Chapters 6-8 Quizzes

WEEK 2 & 3 Assignments:

- Read Chapters 9-10.
- Complete the quizzes for Chapters 9-10.
- Visit the Dallas Museum of Art or if out of town select another large museum that will have art from different cultures represented
- Complete TEST 2 that covers Chapters 6-10.
- Read Chapters 11-13.
- Complete Chapters 11-13 Quizzes.
- Review "How Do I..." Write the 5-Page Museum Visit Research Paper
- Begin writing Paper
- Complete Test 3 that covers Chapters 11-13
- Read Chapters 14-15.
- Complete Chapters 14-15 Quizzes Complete Test 4 that covers Chapters 14-15
- Read Chapters 16-17
- Complete Chapters 16-17 Quizzes
- Complete Test 5 that covers Chapters 16-17
WEEK 4 Assignments:

- Complete your 5-Page Museum Visit Paper by using the View/Submit Assignments link and copy or type the text into the SUBMISSIONS section.
- Review the "How Do I..." 5 Page Museum Research Paper
- Submit essay by using the View/Submit Assignments link and copy the text into the SUBMISSIONS section.
- Please include your name.
- Read Chapters 18-20
- Complete Chapters 18-20 Quizzes
- Complete Test 6 that covers Chapters 18-20
- Review "How Do I..." Scholarly Article Review
- Write and submit a 3-paragraph review according to instructions
- Submit the review using the View/Submit Assignments link and copy the text into the SUBMISSIONS section
- Read Chapters 21-22
- Complete Chapters 21-22 Quizzes
- Complete Test 7, covering Chapters 21 and 22.
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 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. 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.

5. 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 C

INSTRUCTIONS FOR WRITING THE GALLERY ESSAY

Visit the NLC gallery or another local gallery for the gallery essay. Select one work of art that you like.

Compose a 3-paragraph GALLERY Review using the following structure:

TITLE PAGE - IMPORTANT

The title page should have this format

Student’s Name
Class, including section number (example: ARTS 1301.7426)
Date Submitted
The name of the work of art selected
Artist’s name
Museum location
Date of artwork
The size (dimensions) of the work (if listed)

Paragraph One – The Introduction

The first paragraph should contain your initial reaction to the work you select. Describe what you think the artist is communicating, and then create a visual image with words to describe the details of what you see. To discuss how the composition is organized, utilize the Visual Elements and Principles of Design. UNDERLINE AND BOLD ANY TERMS FROM CHAPTERS 4 AND 5 that you use. Please use two to four terms.

Paragraph Two – The Body

Discuss the content of the artwork. Incorporate what you believe the artist is trying to do (see Chapter 1) and what Theme the artist is addressing (see Chapter 3). Describe in a few sentences why you think the work you selected belongs in this thematic category. UNDERLINE AND BOLD THE THEME YOU SELECT.

Paragraph Three – Conclusion

After your visual analysis (visual description and thematic consideration), discuss your new reaction to the artwork. Do you still think what you said in paragraph one about the artist’s communication is accurate? Discuss why or why not.
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>PERCENTAGE OF 50 POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>DESCRIPTIVE INTRODUCTION OF ART OBJECT AND LOCATION OF THE ART OBJECT</td>
<td>30% - 15 POINTS</td>
</tr>
<tr>
<td>➢ Includes the name of the artwork, the artist’s name, and any other pertinent information to help the reader understand your chosen work.</td>
<td></td>
</tr>
<tr>
<td>➢ Includes your first impression – why you like the work and why you think you are drawn to it.</td>
<td></td>
</tr>
<tr>
<td>➢ Discusses the CONTENT of the work – the subject you think the artist is addressing.</td>
<td></td>
</tr>
<tr>
<td>➢ Incorporates a visual analysis, using some of the vocabulary from CHAPTERS 4 and 5.</td>
<td></td>
</tr>
<tr>
<td>➢ Incorporates one of the 9 THEMES discussed in Chapter Three.</td>
<td></td>
</tr>
<tr>
<td>➢ Discusses why you think the artist is addressing this theme.</td>
<td></td>
</tr>
<tr>
<td>➢ Includes your impression of the work after your VISUAL and THEMATIC analysis.</td>
<td></td>
</tr>
<tr>
<td>➢ Discusses how you think the CONTENT, the VISUAL ANALYSIS, CONTEXT (research) and the THEME work together to make this artwork successful or unsuccessful.</td>
<td></td>
</tr>
</tbody>
</table>

| EVALUATION OF THE CONTENT OF THE ART OBJECT | 40% - 20 POINTS |
| ➢ Discusses the CONTENT of the work – the subject you think the artist is addressing. |
| ➢ Incorporates a visual analysis, using some of the vocabulary from CHAPTERS 4 and 5. |
| ➢ Incorporates one of the 9 THEMES discussed in Chapter Three. |
| ➢ Discusses why you think the artist is addressing this theme. |

| CONCLUSION OF ANALYSIS | 30% - 15 POINTS |
| ➢ Discusses how you think the CONTENT, the VISUAL ANALYSIS, CONTEXT (research) and the THEME work together to make this artwork successful or unsuccessful. |

10 points will be deducted for:

1. failure to follow submission instructions. (e.g. uploading a document rather than pasting the text into the Submissions box.)
INSTRUCTIONS FOR WRITING THE ARTICLE REVIEW

Select and read one of the scholarly articles posted on the class site and write a 3-paragraph review using the following guidelines:

**Paragraph 1 – A Brief Summary**
Briefly summarize what the author is trying to convey in the paper.

**Paragraph 2 – Question the Author**
Describe one question you think the author is trying to answer.

**Paragraph 3 – Your Opinion**
Explain why you agree or disagree with how the author answers this question.

**GRADING RUBRIC FOR ARTICLE REVIEW – YOU WILL TYPE OR COPY YOUR PAPER INTO THE COMMENTS SECTION OF THE VIEW/SUBMIT ASSIGNMENTS LINK.**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>PERCENTAGE OF 50 POINTS</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUMMARY</td>
<td>30% - 15 POINTS</td>
<td>➢ Includes concise summary of the thesis of the article.</td>
</tr>
<tr>
<td>ANALYSIS</td>
<td>40% - 20 POINTS</td>
<td>➢ Includes you analysis of what you determine to be the author’s main question or thesis.</td>
</tr>
<tr>
<td>CONCLUSION OF ANALYSIS</td>
<td>30% - 15 POINTS</td>
<td>➢ Discusses in detail why you agree or disagree with the author.</td>
</tr>
</tbody>
</table>
APPENDIX D

Museum Visit Paper

Checklist

- The objective of this paper is to introduce the student to the museum experience. They will be using basic Internet research to learn about either the object, the culture or the artist.
- Visit one major museum, preferably one that has artwork from different cultures. At the Dallas Museum of Art, students may see works from Japan, China, Greece, Rome, Africa, Mesoamerica, Native North America, and others.
- Select one work of art that you really enjoy.
- Write down all of the information that is on the museum card.
- Conduct research about the artwork, the artist, the time period and/or the movement. Use the internet, books, journals or other sources such as the museum audio tour or docent-led tour guide information or video resources, learn more about the art object, the culture or the artist who made the work. Please do NOT use Wikipedia as a source.
- Locate one work of art you have studied in the textbook during the course that is similar in theme. Compare and contrast the artwork you choose at the museum with this work.
- Copy and paste the text into the SUBMISSIONS section under the View/Submit Assignments link. Do not upload a document. You will have to reformat the paper once you have copied it into the Submission editor.

Detailed Description of paper

TITLE PAGE - IMPORTANT

The title page should have this format

Student's Name
Class, including section number (example: ARTS 1301.73428, 73429, 73430)
Date Submitted
The name of the work of art selected
Artist’s name
Museum location
Date of artwork
The size (dimensions) of the work (if listed)
Paragraph One – The Introduction

Introduce your essay to your audience. Create a strong thesis – the main point you want to convey to the reader. This would be an idea of what you believe the artist is trying to accomplish. Please **BOLD AND UNDERLINE YOUR THESIS**! The paragraph should be interesting enough to draw the reader into the essay, and it should be at least five sentences in length. Here is a sample introduction:

> Women like Kiki Smith, Cindy Sherman, and Janine Antoni, have created successful careers as artists. Their success has been possible in large part because of brave women who, in the 1960’s, challenged the art establishment with controversial works of art that pointed to the lack of female representation in art history texts. Yet, these women do not stand alone. Female artists as far back as the Renaissance also established successful careers in what was then an all male dominated field. One such artist is Artemisia Gentileschi who painted for powerful magnates like the Medici family in Florence. One work in particular stands as her crowning accomplishment. In Judith Slaying Holofernes, Gentileschi demonstrates her skill as an artist while the image itself represents the power of the female heroine.

Paragraph Two – The Body – PART 1

Use this paragraph to describe the work of art. Make good use of the terms we learned in chapters 4 and 5. This paragraph should be at least five sentences in length. This information should demonstrate how the VISUAL description supports your thesis.

Paragraph Three – The Body – PART 2

Use this paragraph to describe any information about the CONTEXT that supports your thesis. This might be information about the time period, the artist or the work of art.

Paragraph Four – The Body – PART 3

Use this paragraph to describe any information about the CONTEXT that supports your thesis. This might be information about the time period, the artist or the work of art.

Paragraph Four – The Body - PART 4

In this paragraph, you will select one THEME DISCUSSED IN CHAPTER THREE. Provide both visual and contextual details about why you think the work fits this theme.

Paragraph Six – The Body – PART 5

Discuss how you think the visual and contextual details support your thesis statement. Include in this discussion a comparison with one work of art we have studied in class.

Paragraph Six – CONCLUSION

Write a summary paragraph to restate your thesis. Include some of the details you provide in the body of the essay to support your claim.
Works Cited Page –
This page lists the sources you used to learn more about your art object. Use the proper MLA format for your sources.

NO plagiarizing. If you do not give your sources within the body of the paper, it is plagiarism. When you quote or roughly quote an author whom you have read, you must use MLA style parenthetical notes after the quotation by citing 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.

WHAT IS MLA DOCUMENTATION STYLE?

In MLA or Modern Language Association documentation style, you acknowledge your sources by including brief parenthetical citations in your text. These relate to an alphabetical list of works that is listed 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, they would find the following information.

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

Two websites that may provide information in an easy to access format:

http://www.liu.edu/cwis/cwp/library/workshop/citmla.htm

http://www.library.cornell.edu/newhelp/res_strategy/citing/mla.html#mla

Example if you have to use 2 lines:

(indent 5 spaces on all subsequent lines)
## RUBRIC FOR MUSEUM ESSAYS PROJECT – EVALUATION SUBMISSIONS

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>225 POSSIBLE Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Descriptive introduction of the art object and location of the art object</strong></td>
<td>30% - 67 points</td>
</tr>
<tr>
<td>➢ Includes the name of the artwork, the artist’s name, and any other pertinent information to help the reader understand your chosen work.</td>
<td></td>
</tr>
<tr>
<td>➢ Includes your first impression – why you like the work and why you think you are drawn to it.</td>
<td></td>
</tr>
<tr>
<td><strong>Evaluation of the content of the art object</strong></td>
<td>40 – 90 points</td>
</tr>
<tr>
<td>➢ This is for paragraphs 2, 3 and 4.</td>
<td></td>
</tr>
<tr>
<td>➢ Includes research about the art object, the artistic movement, the culture, and/or the artist.</td>
<td></td>
</tr>
<tr>
<td>➢ Cites the sources in the paper.</td>
<td></td>
</tr>
<tr>
<td>➢ Includes WORKS CITED in MLA format.</td>
<td></td>
</tr>
<tr>
<td>➢ Discusses the CONTENT of the work – the subject you think the artist is addressing.</td>
<td></td>
</tr>
<tr>
<td>➢ Incorporates a visual analysis, using the vocabulary from CHAPTERS 4 and 5.</td>
<td></td>
</tr>
<tr>
<td>➢ Incorporates at least one of the 9 THEMES discussed in Chapter Three.</td>
<td></td>
</tr>
<tr>
<td>➢ Discusses why you think the artist is addressing this theme.</td>
<td></td>
</tr>
<tr>
<td><strong>CONCLUSION OF ANALYSIS</strong></td>
<td>30% - 68 points</td>
</tr>
<tr>
<td>➢ Includes your impression of the work after your VISUAL and THEMATIC analysis.</td>
<td></td>
</tr>
<tr>
<td>➢ Discusses how you think the CONTENT, the VISUAL ANALYSIS, CONTEXT (research) and the THEME work together to make this artwork successful or unsuccessful.</td>
<td></td>
</tr>
</tbody>
</table>

10 points will be deducted for:

2. failure to follow submission instructions. (e.g. uploading a document rather than pasting the text into the Submissions box.)
3. Failure to include citations in the body of the paper
4. Failure to include a Works Cited list in MLA format.