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 Melodee Ramirez
mramirez@dcccd.edu
972-273-3077
Office: P220
Instructor Office Hours: M online 9:45-2:45; W 9:45-11:30; TR 9:45a-11am; F online 9:45-12:45 by appointment

Course Information
Course title: Art History Survey 1
Course number: ARTS 1303
Section number: 73426
Credit hours: 3
Class meeting time: ONLINE
Course description: ARTS 1303 Survey of Art History (3)
This course covers the history of western art from prehistoric time through the Gothic period. It explores the cultural, geophysical, and personal influences on art styles. (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
Gardner's Art Through the Ages, a Global History, by Fred Kleiner. Vol. I, 13th edition, ISBN # 0-495-11549-5 OR 14th edition. You may buy this new or used from NLC Bookstore or other sources. The cd is not required. Earlier editions may be missing some images and page numbers will be different. STUDENT IS RESPONSIBLE FOR ANY DISCREPANCIES
Course Objectives
1. The objective of this course is to explore the influence of Art on the human experience.
2. The history and culture of each period will be considered and related to the art and architecture that was created.
3. The terms and techniques of each period will be presented.
4. Visits to local museums will provide opportunities to see original art of some of these periods.
5. The study of symbols and ancient cultures will be emphasized.

Specific Course Learning Outcomes
These are the outcomes the students must demonstrate to successfully complete an assignment/course.
1. The student will complete chapter quizzes for reading comprehension. EEOs 1, 7, CCICs 2,3,6
2. The student will write a five page research paper with MLA documentation on an art historical object in a 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 interact with peers via the discussion board assignments. EEOs 1,2,3,5,6, CCICs 1, 2, 3, 4, 5
6. The student will visit a local 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 visit a professional art gallery to experience original art in a gallery setting. The worksheet completed there will aid in comprehension and vocabulary. EEOs 1,2,3,5,6,7, CCICs 2,3,4,5,6

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 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. The student will discuss material with their peers via the discussion board.
6. Field trip to a Museum of Art with critical review and worksheets to assess critical thinking and writing skills.
7. Participation and completion of class assignments.

Evaluation Procedures
Three comprehensive tests will be 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 a local 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 discussion board participation will be evaluated by guidelines provided in the Discussion Board.
The travel project will be evaluated by the completion of the research paper, works cited, MLA documentation, outline and imagery according to the directions given. 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.

**Exams and Assignments**

30% of grade: 3 major exams
10% of grade: One museum field trip, worksheet and critical review
10% of grade: Discussion Boards
8% of grade: Gallery critical review
19% of grade: 19 chapter quizzes
3% of grade: Start Here assignments
20% of grade: One research paper with works cited and imagery

**Grading Scale**

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

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Maximum Points</th>
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<tbody>
<tr>
<td>1. Test One</td>
<td>100</td>
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<tr>
<td>2. Test Two</td>
<td>100</td>
</tr>
<tr>
<td>3. Test Three</td>
<td>100</td>
</tr>
<tr>
<td>4. Class museum visit to Museum of Art/writing</td>
<td>100</td>
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<tr>
<td>5. Four Discussion Boards, 25 points each</td>
<td>100</td>
</tr>
<tr>
<td>6. Start Here assignments</td>
<td>30</td>
</tr>
<tr>
<td>7. Critical writing, 80/gallery art review</td>
<td>80</td>
</tr>
<tr>
<td>8. 19 Chapter quizzes</td>
<td>190</td>
</tr>
<tr>
<td>9. Travel project, 50/works cited, 25/outline</td>
<td></td>
</tr>
<tr>
<td>100/text with MLA documentation, 15/imagery, 10/rubric</td>
<td>200</td>
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<tr>
<td>TOTAL POINTS</td>
<td>1,000</td>
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A= 1,000-900
B= 899-800
C= 799-700
D= 699-600
F= 599-0

**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 online, be prepared by reading chapter and taking chapter quiz for each chapter.
2. Submit assignments on time and in the form required by the instructor.
3. Visit the Writing Center for help in completion of writing assignments.
4. Be aware of grades throughout the semester via eCampus.

**Online Class Etiquette:**
1. Complete online assignments on time.
2. You may work ahead.
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.

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.
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<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>Students in ARTS 1303 will complete in eCampus a pre and post test to assess gains in general knowledge about the subject over the course of the semester. A minimum of 60% of the students will demonstrate a greater general knowledge base about Art after the completion of this course. This test is used district wide. EEOs 1, 6. CCIC 6 Gen Ed SLOs 1.3, 3.1, 3.2</td>
<td>In ARTS 1303, 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. A review of the religious and political moral climate of that art period will be considered (4.2 and 5.1, 5.2). A rubric will be provided in for student and instructor use to assess performance. 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>
<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 5.1, 5.2). A rubric will be provided in for student and instructor use to assess performance. 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>
</tr>
<tr>
<td>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</td>
<td>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, 6.2</td>
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Class Schedule, subject to change-
All assignments are due Sunday by midnight.

Class Calendar with Due Dates:
General Directions: Each week’s assignments are listed below. Read the assigned chapter thoroughly, then take your chapter quiz under the Chapter Quizzes button. All written assignments are posted in that week’s drop box, so select the Week folder link to see the dropboxes. Do not send me your work as email attachments, because I must be able to keep and grade your work in the drop box.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>ACTIVITY</th>
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| 1    | **Start Here button:** Personal Intro, Pre-Test, Syllabus quiz.  
Read Chapter One, Birth of Art, take chapter quiz.  
Read the material under the Travel Project button, Ppt. Ch. 1 |
| 2    | Chapter Two, Ancient Near East, read and take chapter quiz.  
*Travel Project destination and topic due under Assign.Dropbox button* |
| 3    | Chapter Three, Egyptian Art, read and take chapter quiz  
*Gallery Critical review and rubric due under Assign.Dropbox button* |
| 4    | Chapter Four, Aegean Art, read and take chapter quiz  
Chapter Five, Greek Art, read and take chapter quiz  
*TRAVEL PROJECT Works Cited due under Assign.Dropbox button* |
| 5    | Chapter Five, Greek Art  
Chapter Six, Southern Asian Art, read and take chapter quiz  
*Discussion Board on Greek Art: Tools button, Discussion Board* |
| 6    | Chapter Seven, Chinese and Korean Art, read and take chapter quiz  
*TRAVEL PROJECT OUTLINE due under Assign.Dropbox button*  
*Study TEST REVIEW, CHAPTERS 1-8* |
| 7    | Chapter Eight, Japanese Art, read and take chapter quiz  
*TEST ONE, CHAPTERS 1-8* |
| 8    | Chapter Nine, Etruscan Art, read and take chapter quiz  
*FINAL TRAVEL PROJECT and COMPLETED RUBRIC due under Assign.Dropbox button* |
| 9    | Chapter Ten, Roman Art, read and take chapter quiz  
*Discussion Board on Roman Art due: Tools button, Discussion Board* |
<p>| 10   | Chapter Eleven, Late Antiquity, read and take chapter quiz |</p>
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Tasks</th>
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<tbody>
<tr>
<td>11</td>
<td>Chapter Thirteen: Islamic Art, read and take chapter quiz</td>
<td>Discussion Board on Islamic Art due: Tools button, Discussion Board</td>
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<td></td>
<td></td>
<td>Chapter Fourteen: Native American Art, read and take chapter quiz</td>
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<td>Study TEST REVIEW, CHAPTERS 9-14</td>
</tr>
<tr>
<td>12</td>
<td>Chapter Thirteen: Islamic Art, read and take chapter quiz</td>
<td>Discussion Board on Islamic Art due: Tools button, Discussion Board</td>
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<tr>
<td></td>
<td></td>
<td>Chapter Fourteen: Native American Art, read and take chapter quiz</td>
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<tr>
<td></td>
<td></td>
<td>Study TEST REVIEW, CHAPTERS 9-14</td>
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<tr>
<td>13</td>
<td>Ch. Sixteen, Early Medieval Art, read and take chapter quiz</td>
<td>Ch. Seventeen, Romanesque Art, read and take chapter quiz</td>
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<tr>
<td>14</td>
<td>Chapter 17/18, Romanesque/Gothic Art, read, chapter quizzes</td>
<td>Disc. Board on Early Christian Art due: Tools button, Discussion Board</td>
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<td></td>
<td>EXTRA CREDIT DUE Assign.Dropbox button</td>
</tr>
<tr>
<td>15</td>
<td>Chapter Eighteen, Gothic Art, read and take chapter quiz, Chapter Nineteen, Italy 1200-1400, read and take chapter quiz</td>
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<tr>
<td>16</td>
<td>FINAL EXAM, TEST THREE, CHAPTERS 15-19 DUE TUESDAY BY MIDNIGHT-- Have a great break!</td>
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**EXTRA CREDIT**
You may receive as many as 50 extra credit points added to your final grade by attending an approved visual art event and three-paragraph Critical Review on the art work. See the Critical Review button on home page. You may earn one point per event. *Include a photo of the art with you in it. The summary and proof of attendance is due by Week 14.*

**SCHOOL CLOSING**
If North Lake College closes for bad weather, you may find information from the following sources:
http://www.dcccd.edu
http://www.northlakecollege.edu
(927) 273-3000, North Lake College weather hot-line

**APPENDIX B**
**EXEMPLARY EDUCATIONAL OBJECTIVES FOR ART HISTORY 1303**
This course offer 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 BELOW 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. All course 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.

General Education Outcomes

The DCCCD has adopted the following General Educational (Gen Ed) Outcomes as a means of measuring teaching/learning success for all core curriculum classes. Following are the six categories, and the two or three outcomes under each of those categories.

Gen Ed Outcome 1: Communication Skills

1.1 Writing: Process and produce effective written communication adapted to audience, purpose, and time constraints.
1.2 Speaking: Produce effective oral communication adapted to audience, purpose, and time constraints.
1.3 Listening: Comprehend, and analyze oral information.

Gen Ed Outcome 2: Critical Thinking Skills

2.1 Accurately summarize and evaluate information for elements such as facts, opinions, inferences, presumptions, bias, viewpoints, and arguments presented orally or in writing.
2.2 Solve problems by constructing, testing, and defending well-reasoned conclusions by applying relevant criteria.

Gen Ed Outcome 3: Information Literacy and Technological Competency

3.1 Effectively access, evaluate, synthesize and communicate information using a variety of sources, including print and electronic.
3.2 Select and use appropriate technology.
Gen Ed Outcome 4: Ethical and Civic Values
4.1 Display integrity, honesty, and fairness.
4.2 Use ethical reasoning to analyze moral issues and articulate the consequences of various actions.

Gen Ed Outcome 5: Cultural Diversity and Global Awareness.
5.1 Demonstrate understanding of cultural diversity and such influences as history, politics, humanities, technology and science on global societies.
5.2 Recognize assumptions and biases that shape our perceptions.

Gen Ed Outcome 6: Workforce and Interpersonal Skills
6.1 Collaborate effectively and reliably as part of a team.
6.2 Apply efficient time and task management.

APPENDIX C

Museum and Gallery CRITICAL REVIEW
Directions and Rubric
(Note: for full credit on Museum Visit, student must also attach the Museum Worksheet as well as the Museum Critical Review.)
A critical review should be a minimum of three paragraphs.

Paragraph one: Introduction 30% of 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 and Principles of Design.

Paragraph two: Body 40 % of 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 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 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*)