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 Jennifer Pilon Schafer  
Jlp6430@dcccdd.edu  
972-273-3077  
Office: P220 or Division Office T135  
Instructor Office Hours: Monday 9:30 am – 10:45 am

Course Information
Course title: Art Appreciation  
Course number: ARTS 1301  
Section number: 73205  
Credit hours: 3  
Class meeting time: Monday 11:00 am to 12:20 pm  
Course description: A general introduction to the visual arts designed to create an appreciation of the vocabulary, media, techniques, and purposes of the creative process. Students will critically interpret and evaluate works of art within formal, cultural, and historical contexts (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. IF YOU USE ONE, YOU MUST BE RESPONSIBLE.

Course Objectives/Outcomes
Upon successful completion of this course, students will:
1. Apply art terminology as it specifically relates to works of art.  
2. Demonstrate knowledge of art elements and principles of design.  
3. Differentiate between the processes and materials used in the production of various works of art.  
4. Critically interpret and evaluate works of art.  
5. Demonstrate an understanding of the impact of arts on culture.
Specific Course Learning Outcomes for all ARTS 1301 courses at North Lake College
These are the outcomes the students must demonstrate to successfully complete an assignment/course.

1. The student will write two critical reviews on art seen in a museum and a gallery.
2. The student will visit an art museum to experience original art in a museum setting. The worksheet completed there will aid in comprehension and vocabulary.

Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>1/19/2015</td>
<td>No Class Martin Luther King Holiday!</td>
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<td>2</td>
<td>1/26/2015</td>
<td>Introduction</td>
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<td>3</td>
<td>2/2/2015</td>
<td>Chapter 1</td>
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<td>4</td>
<td>2/9/2015</td>
<td>Chapter 2, and Quiz 1 (quizzes are online)</td>
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<td>5</td>
<td>2/16/2015</td>
<td>Chapter 2 &amp; 3,</td>
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<td>6</td>
<td>2/23/2015</td>
<td>Chapter 3, and Quiz 2 (quizzes are online)</td>
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<td>7</td>
<td>3/2/2015</td>
<td>Midterm Exam (done in the classroom)</td>
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<td>8</td>
<td>3/9/2015</td>
<td>Spring Break NO CLASSES!</td>
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<td>9</td>
<td>3/16/2015</td>
<td>Chapter 4</td>
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<td>10</td>
<td>3/23/2015</td>
<td>Chapter 5 and Quiz 3 (quizzes are online)</td>
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<td>Chapter 6</td>
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<td>12</td>
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<td>Project Presentations, and Quiz 4 (quizzes are online)</td>
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<td>13</td>
<td>4/13/2015</td>
<td>Project Presentations</td>
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<td>Chapter 6</td>
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<td>4/27/2015</td>
<td>Chapter 12 and Quiz 5 (quizzes are online)</td>
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<td>16</td>
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<td>Chapter 22 and Review</td>
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<td>17</td>
<td>5/11/2015</td>
<td>Final Exam</td>
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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. Art Project, Paper and Power Point Presentation 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 and
3. Two comprehensive tests will assess critical thinking and retention.
4. Two critical reviews to assess critical thinking and writing.
5. Class Activities will assess critical thinking skills.
6. Discussion Board to assess analysis and peer interaction.
7. The student will complete pre and post tests to assess gains in general knowledge about the subject over the course of the semester.

Evaluation Procedures
Two comprehensive tests will be a combination of terms and definitions, 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 of images will be provided on eCampus and in class.

A visit to a 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 project paper and power point presentation 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**

**Discussion Boards**
(Discussion grades are based on the replies to Discussion Board topics)  
**Papers** (One Museum Critical Review and One Gallery Review)  
**Quizzes** (5 total)  
Quizzes are 4 True and False questions, 4 Multiple Choice, and One 2 point question!  
**Midterm**  
**Final Exam**  
**Art Project**

20%  
20%  
20%

**Grading Scale**

A = 90 - 100 Excellent, meets and exceeds criteria  
B = 80 - 89 Above average, meets and exceeds most criteria  
C = 70 - 79 Average, ordinary effort to meet requirements  
D = 60 - 69 Below average, substandard, most criteria discarded  
F = below 60 Failing

**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 50% 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, either on campus or 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 (A309) 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**

DCCCD EMERGENCY OPERATING PROCEDURES  
http://video.dcccd.edu/rtv/DO/emergency_dcccd.wmv

**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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 (FERPA)
In compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), the College may release information classified as “directory information” to the general public without the written consent of the student. Directory information includes: (1) student name, (2) student address, (3) telephone numbers, (4) date and place of birth, (5) weight and height of members of athletic teams, (6) participation in officially recognized activities and sports, (7) dates of attendance, (8) educational institution most recently attended, and (9) other similar information, including major field of student and degrees and awards received. Students may protect their directory information at any time during the academic year. If no request is filed, directory information is released upon written inquiry. No telephone inquiries are acknowledged. No transcript or academic record is released without written consent from the student, except as specified by law.

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 16, 2015. 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 (A311)
Counseling services for personal issues are provided to all students currently enrolled at North Lake College at NO CHARGE. These services are provided by licensed professionals who are bound by confidentiality (within ethical parameters). 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 A311.

For additional information, go to: http://northlakecollege.edu/services-and-resources/health-and-wellness/counseling-services/Pages/default.aspx

THE ACADEMIC SKILLS CENTER (ASC)

The ASC is designed to provide the following assistance to students:

* An ESOL lab with computer access.

* Free tutoring for students enrolled in Foreign Language courses.

* The iRead Lab offers individual and small group tutoring, as well as workshops, to help current students improve their reading, study, and test-taking skills.

* The Writing Center to help students clarify writing tasks, understand instructors’ requirements, develop and organize papers, explore revision options, detect grammar and punctuation errors, properly use and document sources, 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.

  o After logging on to eCampus, click on the Community Tab at the top.

  o Type “Owl” in the search field and click “Go.”

  o Next, click on the double drop-down arrows next to “NLC-OWL2,” and then click on “Enroll.”

  o Once enrolled, students can receive services from the OWL.

* The Blazer Internet Lounge with 12 computers, additional open seating, and WiFi Internet access.

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.
IMPORTANT DATES
Tuesday, November 4, 2014 Schedule becomes “viewable” on web
Tuesday, November 18, 2014 Priority Registration Begins
Monday, November 24, 2014 Regular Registration Begins
Wednesday, January 14, 2015 Registration Ends
Tuesday, January 20, 2015 Semester Begins
Monday, February 2, 2015 Certification / Lock Date
Thursday, February 19, 2015 District-wide Staff Development, NO CLASSES
Friday, February 20, 2015 District-wide Day-of-Service, NO CLASSES BEFORE 5:00pm
Monday, March 9, 2015 Spring Break Begins, NO CLASSES
Monday, March 16, 2015 Classes Resume
Friday, April 3, 2015 Spring Holiday, NO CLASSES
Thursday, April 16, 2015 Last Day to Withdraw with “W”
Monday, May 11, 2015 Finals Week begins
Thursday, May 14, 2015 Spring Semester Ends

Course-Level Student Learning Outcomes and Assessments  ARTS 1301

Upon successful completion of this course, students will:
1. Apply art terminology as it specifically relates to works of art.
2. Demonstrate knowledge of art elements and principles of design.
3. Differentiate between the processes and materials used in the production of various works of art.
4. Critically interpret and evaluate works of art.
5. Demonstrate an understanding of the impact of arts on culture

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<thead>
<tr>
<th>Departmental SLO GALLERY REVIEW</th>
<th>Departmental SLO MUSEUM REVIEW</th>
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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.</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 historical cultural references 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</td>
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and Principles of Design, process of art making and cultural references 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).

Gen Ed 1.1, 2.1, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 6.2

APPENDIX A

ARTS 1301.71701—ART APPRECIATION
Professor Melodee Martin Ramirez

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 see original art. We will write about self-expression, why artists make art, consider what the artist wants the viewer to experience, and how art influences each of us. The study of symbols and ancient cultures will be emphasized.

TECHNICAL HELP FOR ECAMPUS SITE: Technical Support for Students at http://ecampus.dcccd.edu/

- Currently, you should be using Mozilla Firefox as your browser for the best results in eCampus.
- Do not use Safari or Google Chrome. You will have inconsistent results in posting your assignments.
ARTS 1301.73713—ART APPRECIATION
Professor Jennifer Pilon

CLASSROOM ETIQUETTE:

Students are to arrive to class by 5 minutes after the starting hour or will be marked as absent. Derogatory emails sent to the faculty or other students of the class will not be tolerated, and may result in administrative actions. Students are expected to attend all classes to obtain all information needed for test and quiz information, students are responsible for all notes and need to be self reliant when missing any class notes or information.

If students use an electronic note taking device and the hard drive crashes or there are any glitches that erase the student’s notes, the student is responsible for obtaining the lost notes from other students. It is not the professor’s responsibility for any lost notes.

All Students will respect each other’s ideas about art and aesthetic opinions.

This is an intellectual atmosphere and college students need to behave as adults. Students will turn off cellphones and pagers. Cellular phones may not be used. Students caught text messaging as class is in session will be marked absent.

I constantly update grades on ECampus, it is unacceptable for students to panic the last two weeks of class as a result of lack of knowing your grades.

If the professor does accept late assignments the grade will be reduced in half by each late class day. If an assignment is turned in 1 class late the highest grade available will be a 50%.

During the Midterm and Final Exam there will be 2 slide recognition questions, the slides will only be available for viewing during the first hour of class. Students late to class more than an hour will not have the slides available for viewing!

Your Museum and Gallery papers are to be a minimum of 400 words.

Papers will not be accepted from any museum or gallery that is not art oriented. No Bodies Exhibition or Wax Museum papers will be accepted!

Papers will not be accepted on events during class time or Extra Credit!

Online tours and lecture are not going to be accepted, neither will audio tours, you must physically visit an art museum and have a living person give you a tour.

The Museum, Gallery, and Extra Credit papers are due by Sunday, April 19th 2015 by 11:59 pm.

Late papers will not be accepted.

For the 2 papers due, students will go to a Museum and Gallery on their own time with their own transportation.
All papers must be written about a museum or gallery attended during the semester.

Do not come to me the day after the final for longer time to turn in late papers or projects, I have deadlines to full fill as well, and a lack of a student's foresight will not reflect on my reliability as a professor.

Students are also required to create an object of art. It is the student's responsibility to purchase supplies necessary for the project.

All artwork must be produced during the course semester or you will earn a Zero for the project.

Pick ONE of the following Projects and choose at least 1 artist that inspires your art work.

All Projects Require a Power Point Presentation!

During your Power Point Presentation, explain your art work and why it is similar or different to the work of the artist you've chosen. Include a typed 1 page paper that is a minimum of 400 words describing the medium, comparing the artist to which you are similar or different, the concept of your work, and any struggles or observations you may have encountered in the creative process.

On the day of the presentation, have images of the chosen artist's work for comparison with an image or for the photography project IMAGES of your own artwork. Students are also required to create a Power Point Presentation!

The Power Point should have a minimum of 10 slides and be 5 minutes long.

Project #1
Everyday Object Project

Create a 3-Dimensional work of art using objects that are seen everyday. Many artists take objects that they find in their home or items deposed of by other people, and present the objects in a different context. Research the artists below and decide which one fits the vision that inspires you.

Janine Antoni
Marcel Duchamp
Man Ray
Robert Rauchenberg
Eva Hess
Joseph Cornell
Jasper Johns
Joseph Beuys
Meret Oppenhiem
James Hampton
Anselm Kiefer
Project #2
Spiritual Story Painting

Throughout history artists have illustrated stories from religious texts. Many artists depicted these tales to inform the mostly illiterate masses. Other artists wanted just to record religious experiences. Choose a painting based on a religious tale and research the artists style, period, and technique. Paintings can be from any of the following religions:

Judaism, Christianity, Islam, Hinduism, Jainism, Sikhism, Taoism, Confucianism,

Shinto, African, Native American, FSM.

Create a painting of your own with the inspiration of the artist you have chosen. You can use the medium of the painting you have chosen or an alternative medium for painting (e.g. oil paint, acrylic).

This must be a painting, not a drawing! It also must be painted on a canvas a minimum of 12X16 inches!

The following are artists who have created works related to faith based stories or experiences (feel free to find other artists):

Artemisia Gentileschi
Giotto di Bondone
Sandro Botticelli
Chen Hongshou
Basawan
Liang Kai
Minnie Evans
Peter Yazzie
Alex Grey

Project #3
Photographic Project

Photograph must be taken during the course semester.

It is required that as a photographer you take more than 20 pictures during the creative process!

Using a camera, photograph a scene or moment in time.

Analyze all aspects of the image you are going to produce. Create a visual story of the life of this moment or event and be sure to acknowledge the setting, clothing, lighting, colors, props and expressions of the subjects to emphasize the story you are try to depict.

Many photographers have illustrated people or scenes in their photographs by altering many dimensions of the image. Choose a photographer and relate your images to their creative techniques. Explain the similarities and differences and how or what inspired you.

Have your best photograph blown up to a minimum of 8X10 or larger. On presentation day have the photograph framed for your presentation. You will only frame and print your best photograph, all other photos will be shown on the power point presentation!

(This project is to demonstrate creativity with a camera, please give to image much thought)

Some photographers who captured people’s lives are:

Julia Margaret Cameron
Mathew Brady
Timothy O’Sullivan
Dorathea Lange
Richard Throsell
Henry Peach Robinson
Sebastiao Salgado
Alfred Stieglitz
You may also choose a professional photographer of your choice.

I will evaluate your work on the following aspects of your project:

- Preparedness
- Speaking Speed
- Practice
- Conviction
- Audibly Speaking
- Use of Visuals
- Eye Contact
- Use of Time
- Attitude

APPENDIX B

**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 REQUIRED BY CORE 2014, DUE FALL 2014, CRITICAL THINKING ASSIGNMENT (MUSEUM) AND COMMUNICATION ASSIGNMENT (TEAM GALLERY)

CRITICAL THINKING SKILLS VALUE RUBRIC.

ARTS 1301 MUSEUM CRITICAL REVIEW, 100 points total

Part 1: 50 points
Directions and Rubric Directions and Value Rubric

The purpose of this review is to critically interpret and evaluate a work of art. (ACGM guidelines, 2014).

Based on student attendance a museum exhibition in their community
A critical analysis with personal reflection that demonstrates comprehension of event.
The date, place and time of the event will be cited as a source material
A minimum of 300 words, typed double-paced 12 point font
Measured with objective standards of Critical Thinking VALUE rubric

This critical review should be a minimum of 300 words, typed double-spaced 12-point font.

Description of art object up to 30% of points earned for assignment
Write the name of the art work being discussed, the artist’s name, the date, time, name of museum, size, description of the piece or composition, and the location. In the description, create a visual image with words.

Analysis of the art object up to 40% of points earned for assignment
Based on the description provided in the introduction, analyze the artist’s intent or message within the work of art. Provide notated research (inquiry) to further interpret the background of the artist and the era in which it was created. The innovation and
expression of ideas of the artist should be better understood through this research. Discuss the Visual Elements and Principles of Design. Which Visual Elements and Principles of Design are present in this work of art and give examples.

Interpretation of the art object  up to 30% of points earned for assignment ________
Discuss the content of the piece. Why was it created? Does it have a narrative or discuss social issues? What emotional feeling is present? Summarize your reaction to this art object.

PROVIDE EVIDENCE OF YOUR ATTENDANCE AT THIS MUSEUM. ATTACH OF PHOTO OF YOURSELF IN FRONT OF THE WORK OF ART IN THE MUSEUM, OR IF THIS IS NOT ALLOWED, IN FRONT OF THE MUSEUM SIGN.

Look for these VISUAL ELEMENTS:

visual tools an artist has to make a work of art

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Look for these PRINCIPLES OF DESIGN:

the organization of the composition or design of the art work

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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

Part 2: MUSEUM WORKSHEET, 50 points

The second 50 points of your Museum Review is earned by completing the Museum Worksheet. You can print a copy to take with you on your Museum visit. Then you can submit your answers with your Critical Review in the Museum Review dropbox.

NEW ACGM guidelines 2014:
1. Select 3 works of art in this museum. Identify and describe these works of art based on their chronology (the time period they were created) and style, using the Visual Elements and Principles of Design as standard categories and terminology.

2. At least one of the objects you choose should allow you to investigate major artistic developments and significant works of art from the 14th century to the present.

3. Analyze the relationship of art to history by placing works of art within cultural, historical, and chronological contexts by comparing one piece you have selected from a particular period to another piece you have selected from the Prehistoric-13th century period.

TEAM GALLERY REVIEW

COMMUNICATION SKILLS VALUE RUBRIC

The class will be randomly assigned a team of 3 or more students. The Teams that are created will meet either in class or in eCampus under a button labeled Team Gallery Review.email. Once the team is established, they should meet to discuss which professional art gallery in which to meet and the rubric for the assignment. Within a team, each team member will select 1 work of art in an approved professional art gallery. The team will be creating a power point with images of each of these art objects. The team may have to seek permission to photograph the object from the gallery or artist. Identify and describe these works of art based on the specifications given in the rubric.
The team will attempt to contact one another and agree to meet at a local gallery at an agreed time and place. If this is not possible for all team members, this can be completed by presenting the individual team members’ power points through the TEAM Gallery Review email button, File Discussion area, on the eCampus site. This will enable team members to post files to one another.

This will include three levels of discussion of each piece: Description, Analysis and Interpretation. The team will utilize the Visual Elements and Principles of Design, and process in the creation of this work of art following the specifications given in the rubric.

The power point/video will conclude with a comparison between the art objects submitted from other team members.

EACH INDIVIDUAL TEAM MEMBER WILL POST THEIR COMPLETED POWER POINT IN THE ASSIGNMENT BOX FOR GRADING BY THE INSTRUCTOR. THEY WILL NOT MERGE THE POWER POINT AND SUBMIT IT AS A TEAM.

**Description  30 % of points earned**

Write the name of the art work being discussed, the artist’s name, the date, time, name of museum, size, description of the piece or composition, and the location. In the description, create a visual image with words.

**Analysis  40 % of points earned**

Based on the description provided in the introduction, *analyze* the artist’s intent or message within the work of art. Provide notated research (*inquiry*) to further *interpret* the background of the artist and the era in which it was created. The *innovation* and *expression of ideas* of the artist should be better understood through this research. Discuss the Visual Elements and Principles of Design. Which Visual Elements and Principles of Design are present in this work of art and give examples.

**Interpretation of the art object  30% earned**

Discuss the content of the piece. Why was it created? Does it have a narrative or discuss social issues? What emotional feeling is present? Summarize your reaction to this art object. BE SURE to credit any sources you use to learn more about the artist or art work to AVOID plagiarism.

PROVIDE EVIDENCE OF YOUR ATTENDANCE AT THIS GALLERY. ATTACH OF PHOTO OF YOUR TEAM IN FRONT OF THE WORK OF ART IN THE GALLERY. IF YOU CANNOT MEET AS A TEAM, SUBMIT A PHOTO OF EACH MEMBER IN FRONT THE THE ART IN THE GALLERY. IF A PHOTO IS NOT ALLOWED, YOU WILL NEED TO FIND A GALLERY THAT WILL ALLOW A PHOTO.
### Look for these 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 utilitarian texture, suggesting that it is smooth or rough? Does it unit a overall pattern on the surface?
6. **Space:** If your object is architectural or sculptural, it will utilize 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?

### Look for these 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

### List of Museums and Galleries in DFW

**Kimbell Art Museum**

*Hours of Operations:*
Amon Carter Museum
3501 Camp Bowie Blvd
Ft. Worth, Texas 76107
817-738-1933
Free Admission

Crow Collection of Asian Art
2010 Flora Street
Dallas, Texas 75201
Free Admission

Modern Art Museum of Ft. Worth
3200 Darnell St.
Ft. Worth, Texas 76107
817-738-9215
Closed Mondays

African American Museum
3536 Grand, (Fair Park)
Dallas, Texas 75215
214-565-9026
Free Admission

Dallas Museum of Art
1717 N. Harwood (at Ross)
Dallas, Texas 75201
214-922-1200
Closed Mondays

Dallas Museum of Art
1717 N. Harwood (at Ross)
Dallas, Texas 75201
214-922-1200
Closed Mondays

Meadows Museum
5900 Bishop (SMU Campus)
Dallas, Texas 75275
214-768-2516
Free Admission

Nasher Sculpture Center
2001 Flora St. Tues.,
Dallas, Texas 75201
214-242-5100
Closed Mondays

The McKinney Avenue Contemporary
3120 McKinney Avenue
Dallas, Texas 75204
214-953-1MAC

William Campbell Contemporary Art
4935 Byers Avenue
Fort Worth, Texas 76107
817-737-9566

Fort Worth Community Art Center
1300 Gendy Street
Fort Worth, Texas 76107
817-738-1938
Closed Sundays

Holly Johnson Gallery
1411 Dragon Street
Dallas, Texas 75207
214-369-0169
Closed Sundays and Mondays

Afterimage Gallery
The Quadrangle #141
Mon.- Sat. 10 – 5:30
2800 Routh Street
Dallas, TX 75201
214-871-9140
Closed Sundays

**Bathhouse Cultural Center**
521 E Lawther Drive
Dallas, Texas 75218
214-670-8749
Hours of Operations:
Tues.- Sat. 12 – 6
Closed Sundays and Mondays

**Photographs Do Not Bend Gallery**
1202 Dragon Street, Suite 103
Dallas, Texas 75207
214-969-1852
Hours of Operations:
Tues.- Sat. 11 – 6
Closed Sundays and Mondays

**Craighead-Green Gallery**
1011 Dragon Street
Dallas, Texas 75207
214-855-0779
Hours of Operations:
Tues.- Fri. 10 – 5
Sat. 11 - 5
Closed Sundays and Mondays

Notes About Visiting Galleries and Museums:

Never touch a painting or object. In fact, the guards often don’t like you pointing to closely to the painting.

If you want to take pictures, always ask the museum staff first (or read the rules on the way in) and NEVER use a flash. Know that any bags you bring into the museum may be searched and you may even be asked to check them on the way in. Check for parking information and ticket prices (if any) prior to your visit. Remember that (more than likely) you will not be the only one looking at any given object in the gallery. Please be respectful of others.

**Please be aware this course contains content which may be considered vulgar to some students. Subject matter pertaining to sex, violence, nudity, and adult topics will be examined.**

*The Art Appreciation professor maintains the privilege to modify the syllabus when needed.*

*All extra credit will replace any low quiz grades, there are 2 videos you may view on Netflix and write a 400 word reaction. The movies are Ai Wei Wei:Never Sorry and “The Rape of Europa”.*

*Any other extra credit will be announced at a later date.*
Jennifer Pilon
Northlake College
Art Appreciation Arts 1301-73205
Spring 2015

Name___________________________________________

Date____________

Phone Number(s)_______________________________________

Email Address__________________________________________

What is Your Major_____________________________________

Where have you taken art classes and what where they:

________________________________________________________________

What is your childhood dream?

What question would you want answered about the world of art?

________________________________________________________________

I have read the Syllabus for Art Appreciation and adhere to all of the requirements listed,
particularly in regard to my role and responsibilities.

Signed________________________________________

Date:___________________