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@dcccd.edu
972-273-3560
Instructor Office Hours: Via Email

Course Information
Course title: Art Appreciation
Course number: ARTS 1301
Section number: 75246
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
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 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 a critical review on art seen in a gallery as a team assignment. Gen Ed 1.1, 2.1, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 6.2
2. The student will visit an art museum to experience original art in a museum setting. The critical review and worksheet completed there will aid in comprehension and vocabulary. Gen Ed 1.1, 2.1, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 6.2

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. Four comprehensive tests will assess critical thinking and retention.
4. One gallery critical reviews to assess critical thinking and writing.
5. Field trip to a Museum of Art with critical review and worksheets to assess critical thinking and writing skills.
6. Discussion Board to assess analysis and peer interaction.

Evaluation Procedures
Three comprehensive tests will be a combination of short answer essay and multiple choice to test knowledge, comprehension and retention. These tests will be taken from material discussed in class and in our textbook. A test review sheet will be provided on eCampus and in class.

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

Written critical reviews for museum and gallery 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
35% of grade: Four multiple chapter tests
10% of grade: One museum field trip
10% of grade: Discussion Boards
5% of grade: Gallery critical reviews
2% of grade: Start Here Assignments
23% of grade: 23 chapter quizzes
15% 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:
Exams and Assignments

38% Seven major exams
17% One critical team review
23% 23 chapter quizzes
22% One research paper with works cited page
100.00%

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>Chapter Quizzes (23)</td>
<td>230</td>
</tr>
<tr>
<td>Test ONE: CHAPTERS 1-5</td>
<td>55</td>
</tr>
<tr>
<td>Test TWO: CHAPTERS 6-10</td>
<td>55</td>
</tr>
<tr>
<td>Test THREE: CHAPTERS 11-13</td>
<td>55</td>
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<tr>
<td>Test FOUR: CHAPTERS 14-15</td>
<td>55</td>
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<tr>
<td>Test FIVE: CHAPTERS 16-17</td>
<td>55</td>
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<tr>
<td>Test SIX: CHAPTERS 18-20</td>
<td>55</td>
</tr>
<tr>
<td>Test SEVEN: CHAPTERS 21-22</td>
<td>55</td>
</tr>
<tr>
<td>Team Gallery Review</td>
<td>165</td>
</tr>
<tr>
<td>Museum Research Paper</td>
<td>220</td>
</tr>
<tr>
<td>TOTAL POINTS</td>
<td>1000</td>
</tr>
<tr>
<td>Extra Credit (Optional) Additional 3-paragraph Critical Reviews (4)</td>
<td>25 pts. each</td>
</tr>
</tbody>
</table>

A= 900-1000
B= 800-899
C= 700-799
D= 600-699
F= 0-599
READ THIS: 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, 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 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.
5. Communication on online discussion boards, email and other forms of interpersonal communication among classmates will remain respectful of differences at all times. Please be respectful of individual or cultural differences when communicating with one another.
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.

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: Check e-Connect for dates. 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

STUDENT AND EMPLOYEE RIGHTS AND RESPONSIBILITIES

Dallas County Community College District is committed to creating an educational and work environment free from use or distribution of illicit drugs or abuse of alcohol. The college district prohibits the unlawful possession, use or distribution of illicit drugs and alcohol by students and employees on its property or as part of any of its activities. Information and confidential referrals concerning counseling and treatment programs for drug and alcohol abuse may be obtained from any counseling and/or advisement center, health center or location Human Resources office. More information about the Drug Free Schools and Communities Act is included in the 2016-2017 Student and Employee Rights and Responsibilities brochure. Also included is information about bacterial meningitis vaccination requirements, DCCCD's Student Code of Conduct and notice on hazing, Title IX and campus sexual assault, and student rights under the Family Educational Rights and Privacy Act (FERPA).

FINANCIAL AID ATTENDANCE AND PARTICIPATION REQUIREMENTS

FACE-TO-FACE ON-CAMPUS CLASSES

You must attend and participate in your on-campus in order to receive federal financial aid. Your instructor is required by law to validate your attendance in your on-campus in order for you to receive financial aid. You must participate
in an academic related activity pertaining to the course such as but not limited to the following examples:

* initiating contact with your instructor to ask a question about the academic subject studied in the course;

* submitting an academic assignment;

* taking an exam;

* completing an interactive tutorial;

* participating in computer-assisted instruction;

* attending a study group that is assigned by the instructor;

* or participating in an online discussion about academic matters relating to the course.

ONLINE CLASSES

In an online class, simply logging in is not sufficient by itself to demonstrate academic attendance. You must demonstrate that you are participating in your online class and are engaged in an academically related. Your instructor is required by law to validate/certify your attendance in your online course(s) in order for you to receive financial aid. To meet the attendance requirement, you must

* attend and participate in your online course(s) prior to the course certification date and continue beyond the course withdrawal date.

* participate in an academic related activity pertaining to the course such as but not limited to the following examples:

  o initiating contact with your instructor to ask a question about the academic subject studied in the course; submitting an academic assignment;

  o taking an exam;

  o completing an interactive tutorial;

  o participating in computer-assisted instruction;

  o attending a study group that is assigned by the instructor;
o or participating in an online discussion about academic matters relating to the course.

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.
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.

* 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.

DCCCD OIE FACULTY SYLLABI STATEMENT - FALL 2016

The Office of Institutional Equity, in coordination with DCCCD colleges, has the primary responsibility for reviewing, updating and implementing compliance policies and procedures. The Institutional Equity and Compliance Officer and the Office of Institutional Equity will ensure compliance with College District policies, federal and state laws related to sexual assault, Title IX, Title II (Americans with Disabilities Act) and the Military Veterans Full Employment Act to support diversity and inclusion.

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

STUDENTS WITH DISABILITIES If you are a student with a disability and/or special needs, or if you think you may have a disability, please contact the college Disability Services Office (DSO). Please note that all communication with DSO is confidential. If you are eligible for
accommodations, please provide or request that the DSO send your accommodation letter to me as soon as possible (students are encouraged to contact DSO at the beginning of the semester). For more information regarding the College Disability Services Office, please visit the Student Services website: dccd.edu/DSO Offices or contact DCCCD Office of Institutional Equity at (214) 378-1633.

College Disability Services Offices

Brookhaven 972-860-4673

Cedar Valley 972-860-8119

Eastfield 972-860-8348

El Centro 214-860-2411

Mountain View 214-860-8677

North Lake 972-273-3165

Richland 972-238-6180

A NOTE ON HARASSMENT, DISCRIMINATION AND SEXUAL MISCONDUCT

We are committed to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX and DCCCD policy prohibit harassment, discrimination and sexual misconduct. If you encounter harassment, sexual misconduct (sexual harassment, sexual assault, stalking, relationship violence, stalking), retaliation or discrimination based on race, color, religion, age, national origin, disability, sex, sexual orientation, gender identity, and/or gender expression, please contact your College Title IX Coordinator or the Office of Institutional Equity. We treat this information with the greatest degree of confidentiality possible while also ensuring student welfare and college safety.

We are concerned about the well-being and development of our students, and are available to discuss any concerns. There are both confidential and non-confidential resources and reporting options available to you. If students wish to keep the information confidential, please contact the college Counseling or Student Health Services. As required by DCCCD policy, incidents of discrimination and/or sexual misconduct shared with faculty will be reported to the College Title IX Coordinator or District Title IX Coordinator. The Title IX Coordinator will contact the student and determine if further investigation is needed. For more information about policies, resources or reporting options,
please contact your college Title IX Coordinator or visit www.dcccd.edu/titleIX.

College Title IX Coordinators Brookhaven Terri Edrich TitleIX-BHC@dcccd.edu 972-860-4825 Cedar Valley Grenna Rollings TitleIX-CVC@dcccd.edu 972-860-8181 Eastfield Rachel Wolf TitleIX-EFC@dcccd.edu 972-860-7358 El Centro Shanee’ Moore TitleIX-ECC@dcccd.edu 214-860-2138 Mountain View Regina Garner TitleIX-MVC@dcccd.edu 214-860-8561 North Lake Rosemary Meredith (acting) TitleIX-NLC@dcccd.edu 972-860-3992 Richland Bill Dial TitleIX-RLC@dcccd.edu 972-238-6386 Dallas Colleges Online Le’Kendra Higgs TitleIX-LEC@dcccd.edu 972-669-6672

District Title IX Coordinator Office of Institutional Equity LaShawn Grant TitleIX-District@dcccd.edu 214-378-1633
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

<table>
<thead>
<tr>
<th>Departmental SLOS for Communication and Team Work</th>
<th>Departmental SLOS for Critical Thinking and Social Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEAM GALLERY REVIEW 2016</td>
<td>MUSEUM REVIEW and WORKSHEET 2016</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 communication skills necessary to complete a successful critical review. Students will complete this assignment as a team project (2 or more persons). The paper is supported with Visual Communication Presentation consisting of images presented as a power-point. The visit to a professional art gallery will be evaluated by proof of gallery attendance, by the completion of a three paragraph critical review (see rubric, Appendix C) addressing the Visual Elements 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) GenEd 1.1, 2.1, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 6.2</td>
<td></td>
</tr>
<tr>
<td>In ARTS 1301, after completing a visit to a museum of Art with a critical review and worksheets to assess critical thinking and communication 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. Based on student attendance in 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 (see appendix C). A review of the religious and political moral climate of that art period will be considered to demonstrate an understanding of social responsibility seen in the art reviewed. (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</td>
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</tr>
</tbody>
</table>
APPENDIX A

ARTS 1301.73426—ART APPRECIATION

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.

TELEPHONE. ABST Division Office, T135, 972-273-3450

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

- Currently, you should be using Mozilla Firefox or Internet Explorer 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.
CLASS CALENDAR WITH DUE DATES:

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

MODULE 1 – Week 1

- Introduce Yourself!
- WHERE GOOD IDEAS COME FROM by Steven Johnson
- Why look at art?
- Read Chapter 1 in "Living with Art"
- Q01
- Concept of beauty in art
- Read Chapter 2
- Q02
- Art Themes
- Read Chapter 3
- Q03
- The Skill of Describing
- Read Chapter 4
- Q04
- Read Chapter 5
- Q05
- Review Art Principles
- Test 1
- Test 1 Essay
- Review Team Gallery Review Assignment
- Review Visual Elements Vocabulary
- Review Visual Elements Vocabulary
- Review Team Gallery Review Requirements & Points
- TEAM GALLERY REVIEW ASSIGNMENT
- Gallery Review Teams
-
MODULE 2 – Week 2

• How to Draw Tips | The 5 STAGES of a Drawing
• Read Chapter 6
• Q06
• The stages of completing a painting
• Read Chapter 7
• Q07
• What is Printmaking?
• Read Chapter 8
• Q08
• A short history of the camera arts
• A Brief History of Film - Animated Documentary
• A Brief History of the Internet - Animated Documentary
• Read Chapter 9
• Q09
• The Universal Arts of Graphic Design
• Read Chapter 10
• Q10
• Test 2
• Sculpture Tutorial - Modeling Clay Preparation, Armature & Mold Making
• Lost Wax Casting
• Sculptural Techniques
• Assemblage Sculpture
• Read Chapter 11
• Q11
• Maria Martinez Pottery
• Read Chapter 12
• Q12
• The Future of Architecture and Design
• How To Think Like An Architect
• Read Chapter 13
• Q13
• Test 3
**MODULE 3 – Week 3**

- West African Dogon Masks Documentary by BBC
- The Beauty of Islamic Art Based on Sacred Geometry
- Read Chapter 18
- Q18
- The Art of India
- The Culture Show : The Art Of Chinese Painting
- The Culture Show : The Art Of Chinese Painting 2
- Art of Asia: Japan - Pictures of the Floating World
- Read Chapter 19
- Q19
- Mexico Ancient History Mesoamerica
- Lost Kingdoms Of Central America
- Discovering American Indian Art
- Read Chapter 20
- Q20
- Test 4
- Review Basic Museum Essay Guidelines
- Review Visual Elements Vocabulary
- Review Principles of Design
- Review Museum Essay Requirements & Points
- Submit Museum Essay
- EXTRA CREDIT 1
- EXTRA CREDIT 2
- EXTRA CREDIT 3
- EXTRA CREDIT 4
MODULE 4 – Week 4

• The Ancient Minoans Aegean Empire
• Ancient Greeks: Golden Age of Civilization
• Roman Art History
• Read Chapter 14
• Q14
• Art of Eternity - Painting Paradise
• Read Chapter 15
• Q15
• Test 5
• Northern Renaissance
• History of the Renaissance
• Read Chapter 16
• Q16
• Baroque - Overview
• Read Chapter 17
• Q17
• Test 6
• A HISTORY OF MODERN ART
• Read Chapter 21
• Q21
• Read Chapter 22
• Q22
• NOVA - Documentary on New Art and the Young Artists behind it
• Read Chapter 23
• Q23

FINAL EXAM – Final Schedule

  o Complete Test 7, covering Chapters 21 and 22.

Class Schedule, subject to change-
All assignments are due Sunday by midnight
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 Rubrics for required SLOs
I hope you are inspired by your visit!
This assignment is designed to meet both Critical Thinking and Social Responsibility Student Learning Objectives.

Remember that all art is precious, so stay 12 inches away from the art, walls and art cases, please.

Please remember to not use a flash with your cameras. Ask before taking a photo, and no CELL PHONE usage during your visits unless you are participating in the media challenges at the museums (points program).

There are 2 parts to your Museum Critical Review assignment to be completed after visiting one or more of the following museums*:

- Dallas Museum of Art [www.dma.org](http://www.dma.org)
- Meadows Museum of Art
- Kimbell Art Museum [www.kimbellart.org](http://www.kimbellart.org)
- Modern Art Museum of Fort Worth [www.themodern.org](http://www.themodern.org)

*Not all of the museums will have the diversity of time periods that you will need to complete the assignment. You may have to visit more than one of the listed museums if you choose to go to one of the more time or region specific museums. Your instructor may choose to allow only a few of these museums to meet the assignment assessment.

**Part 1. CRITICAL REVIEW of Favorite Artwork-- 120 Points**

*Don’t forget to find a favorite piece anywhere inside or outside of the museum. Collect the information to complete the critical review later.*

The purpose of this review is to critically interpret and evaluate a work of art. (ACGM guidelines, 2015).

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 Creative Thinking VALUE rubric
This critical review should be a minimum of 300 words, typed double-spaced 12-point font. The assignment will be submitted via eCampus as instructed.

1. **Description of art object (100 words) 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.

2. **Analysis of the art object (100 words) 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. (The visual elements and principles of design are listed and defined at the bottom of the worksheet.)

3. **Interpretation of the art object (100 words) 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.

4. **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.**

**Part 2: Tour of Museum—Museum Worksheet, 100 points**

NEW ACGM guidelines 2015:
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 prehistoric period to the 14th century.

3. At least one work should reflect an understanding of intercultural values and ideas expressed by the creative artists. Write a critical analysis with personal reflection that will demonstrate comprehension of this event and its impact on the community.

4. 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 15th century to the present.

Here's a space for your notes to complete your MUSEUM WORKSHEET 50 POINTS ASSIGNMENT:

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 prehistoric period to the 14th century.

3. At least one work should reflect an understanding of intercultural values and ideas expressed by the creative artists. Write a critical analysis with personal reflection that will demonstrate comprehension of this event and its impact on the community. Consider if the impact might be social responsibility in regard to political, religious or community presented in the imagery.

4. 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 15th century to the present.
Worksheet

WHICH 3 PIECES FROM THE TOUR ARE YOU SELECTING?

1. NAME OF PIECE from Prehistoric to the 14th Century

   DESCRIPTION OF PIECE

   DATE OF PIECE

   MAJOR ARTISTIC DEVELOPMENTS

2. NAME OF PIECE that reflects intercultural values and ideas

   DESCRIPTION OF PIECE

   DATE OF PIECE AND CRITICAL ANALYSIS WITH PERSONAL REFLECTION THAT DEMONSTRATES COMPREHENSION OF THIS EVENT AND ITS IMPACT ON THE COMMUNITY.

3. NAME OF PIECE from the 15th century to the present

   DESCRIPTION OF PIECE

   DATE OF PIECE

   MAJOR ARTISTIC DEVELOPMENTS

4. 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 15TH CENTURY TO THE PRESENT.
**Look for these VISUAL ELEMENTS: visual tools an artist has to make a work of art**

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<table>
<thead>
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<tbody>
<tr>
<td>1. Line:</td>
<td>Lines can show outline, imply a third dimension, show direction or movement</td>
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<td>2. Shape and Mass:</td>
<td>Shape refers to 2 dimensions, for instance, a square. Mass refers to 3 dimensions, for instance, a cube.</td>
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<tr>
<td>3. Light:</td>
<td>Light reveals form. Where is the light source? What is the range of values, from light to dark, in the art you are reviewing?</td>
</tr>
<tr>
<td>4. Color:</td>
<td>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?</td>
</tr>
<tr>
<td>5. Texture and pattern:</td>
<td>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?</td>
</tr>
<tr>
<td>6. Space:</td>
<td>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?</td>
</tr>
<tr>
<td>7. Time and motion:</td>
<td>Does the art object imply time, for instance, a sunset, or motion, for instance, a sculpture that moves?</td>
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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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<table>
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<td>1. Unity and Variety:</td>
<td>Unity is a sense of oneness in the art. Variety maintains interest in art</td>
</tr>
<tr>
<td>2. Balance:</td>
<td>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.</td>
</tr>
<tr>
<td>3. Emphasis and Subordination:</td>
<td>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?</td>
</tr>
<tr>
<td>4. Scale and Proportion:</td>
<td>Scale means size in relation to a standard or &quot;normal&quot; 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.</td>
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<td>5. Rhythm or repetition:</td>
<td>The repeated use of a color, shape or line to create expression</td>
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TEAM GALLERY REVIEW – 160 points total

COMMUNICATION SKILLS AND TEAMWORK VALUE RUBRIC

meets Student Learning Outcomes required by the ACGM 2015 on Critical Thinking and Teamwork

The class will be randomly assigned a team of 3 or more students. Within a team, each team member will select 1 work of art in an approved professional art gallery. This could be a commercial gallery or North Lake’s Art Gallery in Building A.

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. See the example posted in the classroom.

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, use the Group space where team members can upload documents. Each team member then can download at least one individual team members’ power points files and then combine this file with their own presentation. This space enables 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 team members.

**Description  30 % of points earned_______**
Write the name of the art work being discussed, the artist’s name, the date, time, name of gallery, 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.

### 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 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?

### 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.