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
Jlp6430@dcccd.edu
972-273-3077
Office: P220 or Division Office T135, Central campus
Instructor Office Hours: Tuesdays 5:45 – 6:20 pm
Tuesday, Wednesday, and Thursday 6:30 to 8:30 pm

Course Information
Course title: Art Appreciation
Course number: ARTS 1301
Section number: 76502
Credit hours: 3
Class meeting time: Tuesday, Wednesday, and Thursday 6:30 pm to 8:30 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
Course description: Art Appreciation
This is a Texas Common Course Number. This is a Core Curriculum course selected by the colleges of DCCCD.
Prerequisite: College level ready in Reading.
Course Description: Films, lectures, slides, and discussions focus on the theoretical, cultural, and historical aspects of the visual arts. Emphasis is on the development of visual and aesthetic awareness. (3 Lec.)
Coordinating Board Academic Approval Number 5007035126

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.

ACGM Course-Level Student Learning Outcomes and Assessments

ARTS 1301
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.

Approval Number ................................................................. 50.0703.51 26
maximum SCH per student .................................................... 3 maximum
SCH per course ................................................................. 3 maximum contact
hours per course ............................................................... 48

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 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
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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<tr>
<td>In ARTS 1301, to meet these Learning Outcomes, the student, participating in a team, 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 communicate in writing an understanding of the process and required critical thinking and writing skills necessary to complete a successful critical review. Students will complete this assignment as a team project (2 or more persons). The assignment is supported with Visual Communication Presentation consisting of images presented as a power-point. Assignment will be based on student attendance in a professional gallery exhibition in their community documented by a photo of the student in the gallery with team members as proof of gallery attendance. Critical thinking will be demonstrated by the completion of a three paragraph critical review 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 (see Appendix C). This writing assignment will include sources to avoid plagiarism (4.1).</td>
<td>In ARTS 1301, to meet these Learning Outcomes, after completing a visit to a museum of Art, the student will complete a critical review and worksheet to assess communication skills and awareness of social responsibility. 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, and measured with objective standards of Critical Thinking VALUE rubric (see appendix C.) Assignment will be based on student attendance in a museum exhibition in their community documented by a photo of the student at the museum. The date, place and time of the event will be cited as a source material. A critical analysis will be a minimum of 300 words, typed double-paced 12 point font. A communicative review of the religious and political moral climate of that art period will be considered (4.2 and 5.1, 5.2) in regard to the social responsibility addressed in the art that is critiqued. 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</td>
</tr>
</tbody>
</table>
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

Table:
<table>
<thead>
<tr>
<th>General Education Outcomes</th>
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<tr>
<td>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.</td>
</tr>
</tbody>
</table>

**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.

**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. Two comprehensive tests will assess critical thinking and retention.
3. One gallery visit with team power point critical reviews to assess critical thinking and writing.
4. One Museum of Art visit with critical review and worksheets to assess critical thinking and writing skills.
5. Discussion Board to assess analysis and peer interaction.
6. Team Teaching on non-Western cultures

**Evaluation Procedures**
Two comprehensive tests will be a combination of short answer essay, matching 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.

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**

**Discussion Boards and Class Participation**
- (Discussion grades are based on the replies to Discussion Board topics. Class Participation is based sign in sheets for art activities during class)

**Paper** (One Museum Critical Review) 10%

**Museum review is turned in on class webpage!**

**Team Gallery Review**
- **Turned in on class webpage!**

**Quizzes** (5 total) 15%
- Quizzes are True and False and Multiple Choice and are taken online.

**Final Exam** 15%

**Art Project** 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

**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 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.
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 activity. 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](http://www.fafsa.ed.gov)
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.

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: dcccd.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

El Centro  Bill Dial  TitleIX-RLC@dcccd.edu  972-238-6386

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

APPENDIX A

ARTS 1301.76502—ART APPRECIATION
Professor Jennifer Pilon

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.

ABST Division Office, T135, 972-273-3450
TECHNICAL HELP FOR ECAMPUS SITE: Technical Support for Students at helpdesk@dcccd.edu

- Currently, you should be using Mozilla Firefox or Internet Explorer or Google Chrome as your browser for the best results in eCampus.
- Do not use Safari or others. You will have inconsistent results in posting your assignments.

**Class Schedule, Subject to Change**

<table>
<thead>
<tr>
<th>Course Outline</th>
<th>Notes</th>
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<tr>
<td><strong>Week 1</strong> 7/11 – 7/13/2017</td>
<td>Introduction, Chapter 1 &amp; 2, Quiz 1 (online)</td>
</tr>
<tr>
<td><strong>Week 2</strong> 7/18 – 7/20/2017</td>
<td>Chapter 3 and Chapter 4, Quiz 2 (online)</td>
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<tr>
<td><strong>Week 3</strong> 7/25 – 7/27/2017</td>
<td>Chapter 5 &amp; 6 and Quiz 3 (online)</td>
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<tr>
<td><strong>Week 4</strong> 8/1 – 8/3/2017</td>
<td>Chapter 7 &amp; Art Project Presentations and Quiz 4 (online)</td>
</tr>
<tr>
<td><strong>Week 5</strong> 8/8 – 8/10/2017</td>
<td>Chapter 8 &amp; Final Exam, Quiz 5 (online)</td>
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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.
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**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

TEAM GALLERY REVIEW
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. 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 merging at least one individual team members’ power points through the TEAM Gallery Review email button 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 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.

TO RECEIVE CREDIT FOR THIS ASSIGNMENT YOU MUST PROVIDE EVIDENCE
OF YOUR ATTENDANCE AT THIS GALLERY. ATTACH OF PHOTO OF YOURSELF
AND AT LEAST ONE TEAM MEMBER IN FRONT OF THE WORK OF ART IN THE
GALLERY. HOPEFULLY YOU WILL BE ABLE TO SUBMIT A PHOTO OF SEVERAL
TEAM MEMBERS IN FRONT OF 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:

<table>
<thead>
<tr>
<th>visual tools an artist has to make a work of art</th>
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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

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ARTS 1301
Art Appreciation Class
North Lake College

Museum Critical Review Assignment and Worksheet

I hope you are inspired by your visit. 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). Remember that all art is precious, so stay 12 inches away from the art, walls and art cases, please. This assignment is designed to meet both Critical Thinking and Social Responsibility Student Learning Objectives.

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)
- Kimbell Art Museum [www.kimbellart.org](http://www.kimbellart.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-- 50 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-spaced 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, 50 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.

**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.**

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**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. |
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ARTS, BUSINESS, SPORTS SCIENCE, AND TECHNOLOGY DIVISION
Office Hours: 8:00 a.m. – 6:00 p.m. Monday-Thursday
8:00 a.m. - 4:30 p.m. Friday
Location: T135, Telephone: 972-273-3450

ARTS 1301-76502—ART APPRECIATION
Professor Jennifer Pilon

CLASSROOM ETIQUETTE

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 gliches 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.

This class is half online, there should be no excuses for not completing assigned Discussion boards and Quizzes!

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 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 paper must be a minimum of 300 words, extra credit papers are to be 400 words.
The Museum and Extra Credit papers and Gallery Team Review power point are due by Sunday, August 6th 2017 by 11:59 pm!

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

Any other extra credit will be announced at a later date.

Extra credit papers are due through Turn It In.com ONLY!

Class ID: 15175641   Password: Siqueiros

Late papers will not be accepted unless discussed with the professor.

Do not come to me the day after the final exam 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 PROJECT REQUIRE:
A work of Art
A Power Point Presentation, which will be shown to the class
A 400 typed reaction to your project and the artist you have chosen

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 for all of the project choices.

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 every day. 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
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 artist's 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
Carmen Cordova

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 trying 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 Throell
Henry Peach Robinson
Sebastian Salgado
Alfred Stieglitz
Sally Mann
Frances Benjamin Johnston
Annie Leibovitz
Edward Weston
George Bankart
Gregory Crewdson
William Wegman
Gjon Mili
Max Dupain
Iliaria Luciani
Mark Lobo
Shelby Adams
Brassai
Christopher Anderson

You may also choose a professional photographer or artist 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

List of Museums and Galleries in DFW

Kimbell Art Museum
3333 Camp Bowie Blvd
Ft. Worth, Texas 76107
817-654-1034 666
Hours of Operations:
Tues. – Thurs & Sat. 10-5
Fri. Noon – 8
Sun. Noon – 5
Free Admission to Permanent Collection
Closed Mondays

Amon Carter Museum
Hours of Operations:
<table>
<thead>
<tr>
<th>Museum Name</th>
<th>Address</th>
<th>Hours of Operation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modern Art Museum of Ft. Worth</td>
<td>3200 Darnell St., Ft. Worth, Texas 76107</td>
<td>Thurs., 10 - 9</td>
</tr>
<tr>
<td>African American Museum</td>
<td>3536 Grand, (Fair Park), Dallas, Texas 75315</td>
<td>Tues. – Fri. 12 - 5</td>
</tr>
<tr>
<td>Dallas Museum of Art</td>
<td>1717 N. Harwood (at Ross), Dallas, Texas 75201</td>
<td>Thurs., Wed., Fri., Sat., Sun. 11 - 5</td>
</tr>
<tr>
<td>Meadows Museum</td>
<td>5900 Bishop (SMU Campus), Dallas, Texas 75275</td>
<td>Thursdays 10 - 8</td>
</tr>
<tr>
<td>Nasher Sculpture Center</td>
<td>2001 Flora St., Dallas, Texas 75201</td>
<td>Thursdays 11 - 9</td>
</tr>
<tr>
<td>The McKinney Avenue Contemporary</td>
<td>3120 McKinney Avenue, Dallas, Texas 75204</td>
<td>Closed Sun. – Tues.</td>
</tr>
<tr>
<td>William Campbell Contemporary Art</td>
<td>4935 Byers Avenue, Fort Worth, Texas 76107</td>
<td>Tues.- Fri. 10 - 5</td>
</tr>
<tr>
<td>Fort Worth Community Art Center</td>
<td>1300 Gendy Street, Fort Worth, Texas 76107</td>
<td>Mon.- Fri. 9 - 5</td>
</tr>
<tr>
<td>Afterimage Gallery</td>
<td>The Quadrangle #141, 2800 Routh Street, Dallas, TX 75201</td>
<td>Mon.- Sat. 10 - 5:30</td>
</tr>
<tr>
<td>Bathhouse Cultural Center</td>
<td>521 E Lawther Drive, Ft. Worth, Texas 76107</td>
<td>Tues.- Sat. 12 - 6</td>
</tr>
</tbody>
</table>
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.
Jennifer Pilon
Northlake College
Art Appreciation Arts 1301-76502
Summer II 2017

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___________________