HUMA 1315 Fine Arts Appreciation (3)
Prerequisite: Developmental Reading 0093 or English as a Second Language (ESOL) 0044 or have met the Texas Success Initiative (TSI) standard in Reading.

Course Description:
This course is an exploration of the purposes and processes in the visual and performing arts (such as music, painting, architecture, drama, and dance) and the ways in which they express the values of cultures and human experience. (3 Lec.) Coordinating Board Academic Approval Number 5001015126

REQUIRED MATERIALS
Students will need to purchase a Revel access card from Follett Bookstore for the online textbook, Discovering the Humanities, 3rd ed., (access card 3/E) by Henry M. Sayre, Pearson Publications.

Student Learning Outcomes
Upon successful completion of this course, students will:
1. Employ formal elements and principles to critically analyze various works of the visual and performing arts.
2. Articulate the creative process of artistic works as expressions of human experience and cultural values.
3. Demonstrate understanding of the aesthetic principles that guide the creation of, and response, to the arts.
4. Describe the relationship of the arts to everyday life.

CORE CURRICULUM INTELLECTUAL COMPETENCIES (CCIC)
Humanities 1315 satisfies the following Core Curriculum Intellectual Competencies defined by the Texas Higher Education Coordinating Board.
1. *READING: the ability to analyze and interpret a variety of printed materials - books, documents, and articles - above 12th grade level.
2. *WRITING: the ability to produce clear, correct and coherent prose adapted to purpose, occasion and audience - above 12th grade level.
3. SPEAKING: the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience - above 12th grade level.
4. *LISTENING: analyze and interpret various forms of spoken communication, possess sufficient literacy skills of writing, reading - above 12th grade level.
5. *CRITICAL THINKING: think and analyze at a critical level.
6. COMPUTER LITERACY: understand our technological society, use computer based technology in communication, solving problems, acquiring information.
*Required by District Humanities Discipline Committee.

HOW YOU ARE GRADED IN THIS COURSE:
All class work, projects and exams are designed to measure student progress toward the performance objectives. Categories are as follows:

EVALUATION TECHNIQUES
LATE ASSIGNMENTS WILL NOT BE ACCEPTED.
HANDWRITTEN ASSIGNMENTS WILL NOT BE ACCEPTED.
COURSE REQUIREMENTS

I. ATTENDANCE/CLASS PARTICIPATION – 30 points. Class attendance and participation are expected and are essential to pass the course. Five (5) unexcused absences result in the final grade being lowered to the next lower letter grade. Attendance will be recorded daily and will be the determining factor in borderline grades. Tardiness, and partial class attendance, will also be recorded and percentage points will be deducted to reflect limited class attendance.

II. LIVE PERFORMANCE REVIEWS – 10 points each. Each student is required to attend two outside live performances, such as a play, music, dance, multi-media, or poetry/spoken word performance, and write a two-page (600 word minimum), typed, 12 point font, double-spaced review on each event. The live performances must occur during the semester in which you are enrolled. A list of acceptable venues and performances will be provided by the instructor. All reviews must be submitted to SafeAssign.

III. QUIZZES – 2 quizzes at 5 points each. There will be two quizzes for the class that will be available on eCampus. The first will become available at mid-term and will cover topics studied from weeks 1 through 7. The second quiz will become available near the end of the semester and will cover topics studied from weeks 8 through 14.

IV. CHAPTER SUMMARY – 15 points
Include with your presentation a brief summary of a portion of a chapter featured in the online text (to be assigned by the instructor). Students will need to highlight works of art, music, dance, or literature featured in the online text. EXTRA CREDIT will be given to students who prepare and bring to class an appetizer food dish of the culture featured in their presentations.

V. TEAMWORK PROJECT – 15 points
PART A: An artwork that is both socially and culturally aware will have been chosen for you and your group by your instructor. You will analyze the artwork via the Elements and Principles of Design. The goal of the assignment is not to describe, but to break the artwork down according to these Elements and Principles. Be very detailed in your discussions so that your instructor is able to visualize the artwork without having to see the artwork. 75 word minimum each response. Your team will also present a brief PPT on the artwork.

PART B: For this section, you will want to provide an interpretation of the artwork chosen for you and your group. Consider what you have learned about the process of interpreting art. You can (and should) use the most appropriate Elements and Principles to help in your interpretation. You should also look to symbols and symbolism included in the artwork. THIS IS NOT A RESEARCH ASSIGNMENT. As a group, you should arrive at your own interpretation. Do not search the web for an interpretation. 250 word minimum.

PART C: For this final section, individually, you will evaluate your groupmates by evaluating their work and contributions made to the project.

ADDITIONAL WORK RELATED TO TEAM PROJECT
In addition to participating in, turning in your group project, and evaluating your team members, you, as an individual, must write a short response (150-250 words) to the following points.

- What you have learned about this social issue?
- Prior to working on this project, what were your views regarding the community behind this social issue? Having completed the project, what are your views now?
- Why is it important for one to engage in social issues?
VI. FORMAL CRITIQUE PAPER– 10 points.

NOTE: You must choose an artwork, or performance, that you want to critique and get it approved ahead of time by your instructor. This involves going to an art museum/gallery, play, dance, or music performance. YOU MUST USE ALL THE ELEMENTS AND PRINCIPLES FOR THE MEDIA/DISCIPLINE THAT YOU CHOOSE. Please be certain to complete paragraphs 4 and 5 as directed. Make sure that you qualify your personal evaluation as specified so that we have your opinion as part of the analysis. 750 words minimum.

With the Formal Critique submission to your instructor, all students must include a visual representation of the event attended. If you attend a museum you must include the artwork and museum (selfies…yay!), a snapshot of the program for dance, music or theatre performances which should include the artist(s), venue and the date of your attendance. Be certain to include the name of the work you chose and when and where you saw it.

NOTE: THE FORMAL CRITIQUE PAPER MUST BE SUBMITTED TO SAFEASSIGN UNDER THE “FORMAL CRITIQUE” TAB ON ECAMPUS.

The five elements of design
(1) Line (actual or implied)
(2) Shape (form in sculpture)
(3) Color (hue, value, intensity)
(4) Mass (volume, weight)
(5) Texture (surface quality)

The five principles of design
(1) Repetition (rhythm, harmony, variation)
(2) Balance (symmetry, asymmetry)
(3) Unity (wholeness, oneness)
(4) Focal area (emphasis)
(5) Proportion and scale (size relationships)

PARAGRAPH #1: Descriptive Phase
Describe the artwork you have selected. Write your initial response (item A below) to the work. What do you think the artwork is about (story)? What message (idea) are you receiving from the work? You may find both.

PARAGRAPH #2: Analytical Phase A
Analyze the artist’s use of the Elements of Art in the artwork you select. Locate and write about specific examples (item B below) in your selected artwork. Think about how the artist’s use of the Elements affects your response to the artwork for Paragraph 5.

PARAGRAPH #3: Analytical Phase B
Analyze the artist’s use of the Principles of Art/Design in your selected artwork. Locate and write about the specific examples (B below) in your selected artwork. Think about how the artist’s use of the Principles affects your response to the artwork for Paragraph 5.

PARAGRAPH #4: Interpretative Phase
Using the information provided by the book, event program, or museum label information as research, write about how your selected artwork fits in with the body of work and the intent of the artist. DO NOT CONDUCT ANY ADDITIONAL RESEARCH FOR THIS ASSIGNMENT. THIS IS NOT A RESEARCH PAPER.

PARAGRAPH #5: Evaluative Phase
In CONCLUSION, state whether your personal response was changed by both your formal analysis (the Elements and Principles) and the research from the text. Be sure to include more than this simple statement. Qualify your response with reasons why (how), or why not, 2, 3, and 4 affected your first response.

ADDITIONALLY, by attending a theater production, visiting a museum, attending a dance performance, dramatic production, or musical performance, you support the arts community. After your personal response to the work of art or event you chose, think about the work and where you saw it. Write a few sentences that demonstrate your understanding of the value of the work/event and its impact on the community.
NOTE on this assignment and on writing in general:

A. First responses should be just that. Resist the urge to over-think this. React and respond and describe that feeling or response in your writing. If the artwork tells you a story, then communicate that story in your writing. If it makes you sad, then express that in your writing, and explain why.

B. You MUST give specific examples of how and where the artist uses them in your selected artwork. Do not simply list the elements and principles used in the image. Additionally, the examples you provide must reflect the artist’s use and application of the Elements and Principles in the making of the artwork, NOT about story, meaning, or responses.

A well-constructed paragraph must be at least 5 sentences long. Also, all material related to the topic of the paragraph stays in that paragraph. You may refer back to that information in other places in your essay, but introduce the information in its appropriate place. Essays and individual paragraphs have a beginning, middle and end. In this essay, the beginning is your initial response; the middle represents your analysis and research (2, 3, 4), and your conclusion is paragraph 5 which ties back to your beginning.

College-level grammar is expected. DO NOT USE CONTRACTIONS IN FORMAL WRITING! Do not use don’t, use do not; Do not use can’t, use cannot, etc.

GRADING CRITERIA:

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<thead>
<tr>
<th>Attendance/Class Participation</th>
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<tr>
<td>2 – Outside live event reviews (10 points each)</td>
<td>20</td>
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<td>Quizzes I and II (5 points each)</td>
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<td>Family History and Chapter Summary</td>
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<td>Teamwork Project</td>
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<td>Formal Critique Paper</td>
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<td><strong>Total Possible Points</strong></td>
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Grading Scale

A = 100 - 90  
B = 89 - 80  
C = 79 - 70  
D = 69 - 60  
F = 59 - below

PEER REVIEWS – Mandatory – Three (3) points will be deducted from reviews submitted without having an in-class peer review. The student is required to participate in two in-class peer review sessions after writing a basic draft of the performance review. The class session one week prior to the due date for the reviews will be devoted, in part, to a Peer Review session in which the writer brings a typed rough draft of the review to be exchanged with another student for critique. During the class session, each reader will read the rough draft and complete a Peer Review Form which is then returned to the writer for revisions. After you have revised your paper, you need to submit it to SafeAssign, located on the HUMA 1315 eCampus website, for evaluation. Three (3) points will be also deducted from reviews not submitted to SafeAssign.

Follow these guidelines in writing your review:


B. Write on an APPROVED LIVE PUBLIC PERFORMANCE, such as a play, music, dance, poetry, or spoken-word performance event. This includes Classical and Jazz musical performances, BHC Humanities Lecture series, BHC Coffee Concerts, and any DCCCD sponsored event. TV, MOVIES, ROCK, C/W, GOSPEL, FUNK, POP, SPORTING EVENTS, AND COMEDY SHOWS ARE NOT APPROVED EVENTS!

C. A program or ticket stub must be attached to the last page of the review.

D. The minimum length requirement of each review is two double-spaced typewritten pages (approx. 600 words), 12 point font. Two points will automatically be deducted for failing to meet the minimum length.

E. Late Work - Two points per day will be deducted for each day reviews are turned in late.

F. The Peer Review Form must be attached to the back of the review or you will not receive credit for your review. Reviews that are not typed will not be graded.

G. Hard copies of final drafts must be turn in to your instructor, as well as emailed to your instructor, by the designated due date.

H. All reviews must be written on events that occur during the semester in which the student is enrolled.
SAFEASSIGN – Prior to handing in any written papers, you will need to submit your papers to SafeAssign for evaluation. Go to the eCampus website and look for the SAFEASSIGN tab. For Performance Reviews, you will see EVENT REVIEW-1st Review (the same for 2nd Review). Click on PREVIEW UPLOAD ASSIGNMENT and you will see a space where it lets you browse your computer to upload your paper. Click ENTER and the assignment will be submitted. After a few minutes, you can log back into eCampus and view your report. NO PAPERS WILL BE ACCEPTED WITHOUT GOING THROUGH THIS PROCESS. You must have submitted your paper before the due date. Follow these guidelines in writing your papers: For proper writing format consult the *MLA Handbook for Writers of Research Papers, 7th ed.*, by Joseph Gibaldi, or you can go to [http://www.mla.com](http://www.mla.com).

You are **required** to submit all written materials to SAFEASSIGN for analysis. No paper will be accepted with a score above 10%. You need to READ your papers before you turn them in. Do not rely on the spell/grammar check program to check your mistakes. We **do** count off for grammar and spelling errors.

INSTRUCTOR’S RIGHTS AND RESPONSIBILITIES
The instructor reserves the right to establish the guidelines for the class. The instructor reserves the right to maintain classroom decorum and to remove from class anyone who behaves in a manner that disturbs the instruction process. The instructor is charged by the college with the responsibility for maintaining the classroom environment and the instructor’s decision is final. Any student having problems with a course should consult the instructor. Rudeness, disrupting the class, or disrespecting other students or the instructor will result in the student being removed from the class. If that occurs, the student will be required to have a personal conference with the instructor. You are expected to follow the Student Code of Conduct. See ACADEMIC HONESTY below.

**PLAGIARISM AND SCHOLASTIC DISHONESTY WILL NOT BE TOLERATED**
Plagiarism: 1 – To steal and pass off (the ideas or words of another) as one’s own.
2 – To use (a created production) without crediting the source.

Scholastic Dishonesty – As stated in the Brookhaven College Student Code of Conduct, page 24, under “Responsibility,” section 11: “Scholastic dishonesty shall include, but not be limited to, cheating on a test, plagiarism, and collusion.”

**SPECIAL NOTE:** YOU ARE REQUIRED TO HAVE A CURRENT EMAIL ADDRESS LISTED WITH THE COLLEGE. YOU WILL ALSO NEED TO HAVE ACCESS TO ECAMPUS FOR SPECIAL WEB ANNOUNCEMENTS PERTAINING TO THE CLASS.

**THE INSTRUCTOR RESERVES THE RIGHT TO AMEND THIS SYLLABUS AS NECESSARY.**

**COLLEGE POLICIES:**
[Link to Institutional Policies](http://www.dcccd.edu/)

**ACADEMIC CALENDAR:**
[Link to Academic Calendar](http://www.dcccd.edu/)

All DCCCD websites are subject to change. Please go to [http://www.dcccd.edu/](http://www.dcccd.edu/) for further information.
I HAVE READ AND UNDERSTAND THE HUMA 1315 – FINE ARTS APPRECIATION SYLLABUS AND I ACCEPT THE TERMS AND CONDITIONS STATED THEREIN.

Additionally, I understand that this class is linked to eCampus and this contract applies to all eCampus online content that pertains to this course. It is my responsibility to check the announcements page for system requirements, course documents and information, and to maintain a current email account with the college.

Please Print Legibly

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