2019FA-HUMANITIES 1315-SECTION 21501-FINE ARTS APPRECIATION
BROOKHAVEN COLLEGE
COURSE SYLLABUS

INSTRUCTOR: Dr. Douglas Cornell
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Email: dtc2432@dcccd.edu

CATALOGUE DESCRIPTION

HUMA 1315 Fine Arts Appreciation (3)
This is a Texas Common Course Number.

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

Student Learning Outcomes for HUMA 1313:
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 an 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
Exemplary Educational Objectives (EEO)

Humanities 1315, as part of the Core Curriculum, satisfies the following Exemplary Educational Objectives set forth by the Texas Higher Education Coordinating Board.

EXEMPLARY EDUCATIONAL OBJECTIVES WITH EQUIVALENCIES FOR COURSE OBJECTIVES.

1. *To demonstrate awareness of the scope and variety of works in the arts and humanities. (EEO 1 = CO A/E/F) (CCIC = 1, 2, 4, 5)

2. *To understand those works as expressions of individual and human values within an historical and social context. (EEO2 = CO C/D/G/H) (CCIC = 1, 2, 4, 5)

3. *To respond critically to works in the arts and humanities. (EEO3 = CO D) (CCIC = 5)

4. To engage in the creative process or interpretive performance and comprehend the physical and intellectual demands required of the author or visual or performing artist. (EEO 4 = CO D/F/H)

5. *To articulate an informed personal reaction to works in the arts and humanities. (EEO5 = CO B/D) (CCIC = 1, 2, 4, 5)

6. *To develop an appreciation for the aesthetic principles that guide or govern the humanities and arts (EEO6 = CO A/I) (CCIC = 1, 2, 4, 5)

7. * To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences. (EEO 7 = CO A/C/E) (CCIC = 1, 2, 4, 5)

*Required by District Humanities Discipline Committee

Humanities 1315 Course Objectives (CO)

COURSE OBJECTIVES WITH CORE CURRICULUM INTELLECTUAL COMPETENCIES RELATED TO EACH COURSE OBJECTIVE THROUGH COURSE ACTIVITIES.

A. Demonstrate an understanding of the term "humanities" and the role the arts play in it. (CCIC 1, 2, 3, 4, 5, 6)

B. Discuss form and content in relationship to the arts using appropriate vocabulary. (CCIC 1, 2, 3, 4, 5)

C. Demonstrate an understanding of how the arts reflect time and place. (CCIC 1, 2, 3, 4, 5, 6)

D. Demonstrate skills in critical analysis. (CCIC 5)

E. Demonstrate an awareness of community offerings in the arts. (CCIC 1, 2, 4, 6)

F. Experience a variety of exhibitions and performances. (CCIC 1, 2, 4, 5, 6)

G. Develop an understanding of how the arts express human values. (CCIC 1, 2, 3, 4, 5, 6)

H. Clarify their own values as a result of encountering the values of others. (CCIC 3, 4, 5)

I. Define the creative process and be aware of the reasons humans create. (CCIC 1, 2, 3, 4, 5, 6)

INSTITUTIONAL POLICIES: Institutional Policies relating to this course can be accessed from the following:

Link to Institutional Policies

PLEASE CLICK ON THE FOLLOWING LINK TO VIEW THE ACADEMIC CALENDAR:
THE REQUIRED TEXTBOOK FOR THIS CLASS IS:

Title: Reality Through the Arts, 8th Edition
Author: Dennis J. Sporre ISBN: 978-0-205-929122

INSTRUCTIONAL STRATEGY:

During the semester students will be required to satisfactorily complete four (4) Tests, one Teamwork Project, one outside-the-class Formal Critique project, one Oral Presentation to the class, and homework on materials as assigned. The papers must be in the proper formats, with correct grammar and length. The oral presentation is to include PowerPoint slides illustrating their main points. The topic of the presentation may be on a person, style, place, theology, philosophy technique as long as it is pertaining to the Humanities. Students must also participate in class by having regular attendance, listening, taking notes and turning in all work on the due dates. Late assignments will be accepted but with a grade deduction and attendance will be recorded. Students should regularly communicate with the instructor on email with questions or problems.

LECTURES/DISCUSSION/LEARNINGUNITS/LESSONS/CHAPTERS

1. Introduction—will provide the student with an explanation of the basic content and expectations of this course of study. The textbook, reading assignments, outside event, the requirements and calendar of due dates of the assignments, tests, and the required presentation and reports to be written, will all be discussed. It will also identify common terminology and introduce the areas of the arts to be studied.

2. Learning Unit 1—will present an overview of the first eight chapters from the textbook describing the arts media. This will give the student definitions of commonly used terms, concepts and techniques helpful in determining critical understanding and analysis in the visual arts, architecture, music, literature, theatre, cinema and dance.

3. Learning Unit 2—is a study of the chronological artistic history of European and some African, Asian and Middle Eastern civilizations which ultimately have an influence on the arts in the United States. The arts history will include ancient civilizations through the Greek and Roman periods, the Medieval, Renaissance and Baroque periods, and the periods of the Industrial Ages up to the present pluralistic world. This corresponds to textbook Chapters 9—13.

4. Learning Unit 3—will apply the historical information, terminology, elements and principles in three practical exercises. The first exercise will be to participate in a Teamwork assignment cooperatively analyzing an artwork chosen by the instructor. This assignment will utilize the Formal Critique methodology relying on the Elements of Art and the Principles of Design as a part of the assignment. The artwork will be chosen ahead of time by the instructor and will explore a controversial
social issue. Students will have to cooperate with each other to develop a quality grade on this project. The second exercise will be to attend a museum or gallery, select an artwork and write a Formal Critique of it. This project is similar to the Teamwork assignment but individually completed without peers. Thirdly, at the end of the semester, every student will be required to present a PowerPoint ten-minute oral lecture to the class on a preapproved Humanities topic of their own choice.

**COURSE REQUIREMENTS, ASSIGNMENTS AND TESTS**

1. **Assignments:**

The will be several written assignments throughout the semester to reinforce the classroom and textbook material. The number of assignments will vary but the grades will be averaged together and count 20% towards the final grade average.

2. **Tests:**

There will be four tests given during the semester including the final exam at the end of the semester. The tests grades combined will count 45% of the final semester grade. Tests will be based upon textbook material and classroom lectures, student or teacher presentations, and films or videos. The tests will be a combination of multiple-choice, fill-in-the-blanks or matching. Dates of the tests are shown on the Class Calendar (subject to change). Some may be in-class tests and some may be take-home. If an in-class test is not taken on the date the test is given, students must make arrangements with the instructor to take a make-up ASAP. If a take-home test is not returned on the due date because of an excused absence, students should submit it as soon as possible. **For the first class period a take-home is late the penalty is 5 points, the second, fifteen points, the third twenty points and after that the grade for the test is a zero. Take home tests are due at the beginning of the next class.** In all cases, students are responsible of communicating with the instructor via email.

3. **Teamwork Group Project:**

Early in the semester the class will be broken into small groups and assigned an artwork that is both socially and culturally interesting to analyze via the Elements and Principles of Art/Design. This assignment will be done partly in class and will require critical thinking and communication in a team setting resulting in a written group product and an individual product combined. This project is a preparation for the Formal Critique project to come later. This project will count 10% of the final grade.

4. **Formal Critique:**

During the semester students are required to go to an outside professional art museum, display or gallery, choose a single artwork and write a typed Formal Critique of it. It can be a painting, drawing, etching, sculpture or similar. This paper is based upon the writer’s personal evaluation, but it uses a specific formal critique analysis layout! There is a five paragraph-by-paragraph required plan for the paper using an introduction, first impressions, the elements of art, principals of design, and final conclusion format. It is not a research paper based upon looking at other writer’s reports!! When at the display, the student should take a photograph of the artwork and attach it to the paper when it is due. In the introductory paragraph the paper must include the name of the artwork, the artist’s name, the date of the visit and the location. **Points will be deducted for failing to follow the format, using misspelled words or poor grammar, or not including the photo and introductory information.** The paper will count as 10% toward the semester grade. **See the separate handout on the Formal Critique paper for more details.**
5. **Oral Presentation:**

At the end of the semester every student will be required to present a ten-minute oral presentation using PowerPoint slides to illustrate the topic. The choice of the subject must be requested in writing using the “Project Request Form” and approved near the beginning of the semester. This is to plan for the presentation date and to present a topic that no one else in the class is doing. The topic selection will be on a first-come-first-serve basis. **All students must be present during the presentations to hear the presentation and take notes.** Questions based upon the information presented from these mini lectures will be included in the final exam.

The project may be about a 1) **person:** (any artist, composer, dancer, actor, novelist, playwright, poet, philosopher, architect, etc. living or dead), 2) a **style or “ism”** (Greek Geometric style, Op Art, Impressionism, Gothic architecture, etc.), 3) a **technique** (sfumato, cuneiform), 4) a **philosophy,** or 5) a **theology.**

The oral presentation **must** use a **Power Point or similar** presentation and **may** use aural aids such as recordings or live music on a limited basis. The classroom supplies a computer and projector, a CD player, a VHS/DVD player and screen, and a piano. **The class presentation should last ten minutes! Practice the presentation so that it fits into ten minutes. Rehearse and organize!** Aural musical examples or videos must be limited to 3 minutes of the ten minutes. This presentation is worth 10% of the final grade.

6. **Attendance:**

Students must sign in when entering the class in the attendance record for that day. Please do not leave early without permission. All students’ attendance will be recorded and considered in grade disputes should they occur. Attendance in this evening class is expected for every class. If students miss the class they miss important instructions about assignments, videos, lecture material and the opportunity to engage in discussions. Students that miss class usually make lower grades.

Students are expected to be paying attention in class and participating in any discussions. Take notes and don’t talk to your neighbors. Turn your cell phones off and do not text message during class.

7. **Grading:**

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<tr>
<th>Category</th>
<th># to be averaged</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Assignments</td>
<td></td>
<td>20%</td>
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<tr>
<td>Tests</td>
<td>3 @ 10%, 1 @ 15%</td>
<td>45%</td>
</tr>
<tr>
<td>Teamwork Project</td>
<td>1 @ 10%</td>
<td>10%</td>
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<tr>
<td>Formal Critique</td>
<td>1 @ 10%</td>
<td>10%</td>
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<td>Oral Presentation</td>
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<td><strong>Total</strong></td>
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<td>100%</td>
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<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Grade</th>
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<tr>
<td>90-100</td>
<td>A</td>
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<tr>
<td>80-89</td>
<td>B</td>
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<td>70-79</td>
<td>C</td>
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60-69 = D
Below 60 = F

8. **Supplies:** You will need the following supplies or materials for this class:

- A notebook for taking notes. You may take notes on an electronic device if you prefer.
- A USB flash drive for saving your PowerPoint presentation to present to the class or you may email the presentation to make your presentation. Be sure to test that out beforehand.
- Other miscellaneous materials for making your presentation, which will vary.

9. **Finally, a note from Dr. Cornell about your Email and eCampus!**

   Please use email for communication. During the semester I will often need to send you information, PowerPoints or schedule changes as a class or an individual. I will make sure your email address is connecting at the beginning of the semester and I will use it as my primary communication with you. Check it often! I will also send announcements, provide downloadable documents, papers and post your grades on eCampus.

   **MY EMAIL ADDRESS IS:** dtc2432@dccc.edu