

General Education Review Request

AREA I - HUMANITIES

Course Number & Title: Art 1 - Introduction to Art _____

Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
- B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
- B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Depth Criteria for Area I - Humanities:

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from **two or more** of the following - history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement **must** help students:

- H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
- H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
- H3. Develop appreciation for what is significant about human life and its creations;
- H4. Make reasoned judgments that reflect ethical and aesthetic human values;
- H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses **must** identify how they will help students achieve **at least two** of the following learning outcomes:

- H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
- H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
- H8. Recognition of the variety of valid interpretations of artistic expression;
- H9. Appreciation of our common humanity within the context of diverse cultures;
- H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

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Please map each appropriate Course Outcome/Objective from the Course Outline of Record to the appropriate depth and breadth criteria.

Depth Map: Must include the following:

H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;

Matching course objective(s):

(From Section 2 unless otherwise noted)

- A. Analyze and gain knowledge of the style(s) and content(s) of significant visual art works produced throughout the world and the history of art.
- B. Systematically examine, interpret, and develop an appreciation for individual works of art not as isolated phenomena, but as components, which have meaning when viewed in relation to the whole history of art and the over-arching human condition.
- C. Evaluate, acquire knowledge of (and discuss in small groups in class or online) the various underlying principles motivating artistic expression and how they reflect broader human ideas and ideals.
- D. Recognize and develop an appreciation for the significance of art production and visual communication within a variety of socio-cultural contexts.
- E. Using critical thinking skills, analyze and reflect in verbal/written form individual responses to a broad range of visual art works.

H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;

Matching course objective(s):

- B. Systematically examine, interpret, and develop an appreciation for individual works of art not as isolated phenomena, but as components, which have meaning when viewed in relation to the whole history of art and the over-arching human condition.
- C. Evaluate, acquire knowledge of (and discuss in small groups in class or online) the various underlying principles motivating artistic expression and how they reflect broader human ideas and ideals.

H3. Develop appreciation for what is significant about human life and its creations;

Matching course objective(s):

- A. Analyze and gain knowledge of the style(s) and content(s) of significant visual art works produced throughout the world and the history of art.
- B. Systematically examine, interpret, and develop an appreciation for individual works of art not as isolated phenomena, but as components, which have meaning when viewed in relation to the whole history of art and the over-arching human condition.
- C. Evaluate, acquire knowledge of (and discuss in small groups in class or online) the various underlying principles motivating artistic expression and how they reflect broader human ideas and ideals.

H4. Make reasoned judgments that reflect ethical and aesthetic human values;

Matching course objective(s):

- C. Evaluate, acquire knowledge of (and discuss in small groups in class or online) the various underlying principles motivating artistic expression and how they reflect broader human ideas and ideals.
- D. Recognize and develop an appreciation for the significance of art production and visual communication within a variety of socio-cultural contexts.
- E. Using critical thinking skills, analyze and reflect in verbal/written form individual responses to a broad range of visual art works.

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H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

Matching course objective(s):

- C. Evaluate, acquire knowledge of (and discuss in small groups in class or online) the various underlying principles motivating artistic expression and how they reflect broader human ideas and ideals.
- D. Recognize and develop an appreciation for the significance of art production and visual communication within a variety of socio-cultural contexts.
- E. Using critical thinking skills, analyze and reflect in verbal/written form individual responses to a broad range of visual art works.

Depth Map: Additionally, must include at least two of the following:

H6. Understanding of the ambiguities, vagaries, and value inherent in human language;

Matching course objective(s):

- C. Evaluate, acquire knowledge of (and discuss in small groups in class or online) the various underlying principles motivating artistic expression and how they reflect broader human ideas and ideals.
- D. Recognize and develop an appreciation for the significance of art production and visual communication within a variety of socio-cultural contexts.

H7. Appreciation of nonverbal communication to be found in the visual and performing arts;

Matching course objective(s):

- D. Recognize and develop an appreciation for the significance of art production and visual communication within a variety of socio-cultural contexts.
- E. Using critical thinking skills, analyze and reflect in verbal/written form individual responses to a broad range of visual art works.

H8. Recognition of the variety of valid interpretations of artistic expression;

Matching course objective(s):

- B. Systematically examine, interpret, and develop an appreciation for individual works of art not as isolated phenomena, but as components, which have meaning when viewed in relation to the whole history of art and the over-arching human condition.
- C. Evaluate, acquire knowledge of (and discuss in small groups in class or online) the various underlying principles motivating artistic expression and how they reflect broader human ideas and ideals.

H9. Appreciation of our common humanity within the context of diverse cultures;

Matching course objective(s):

- A. Analyze and gain knowledge of the style(s) and content(s) of significant visual art works produced throughout the world and the history of art.
- C. Evaluate, acquire knowledge of (and discuss in small groups in class or online) the various underlying principles motivating artistic expression and how they reflect broader human ideas and ideals.
- D. Recognize and develop an appreciation for the significance of art production and visual communication within a variety of socio-cultural contexts.

H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

Matching course objective(s):

- A. Analyze and gain knowledge of the style(s) and content(s) of significant visual art works produced throughout the world and the history of art.
- B. Systematically examine, interpret, and develop an appreciation for individual works of art not as isolated phenomena, but as components, which have meaning when viewed in relation to the whole history of art and the over-arching human condition.

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- C. Evaluate, acquire knowledge of (and discuss in small groups in class or online) the various underlying principles motivating artistic expression and how they reflect broader human ideas and ideals.
- D. Recognize and develop an appreciation for the significance of art production and visual communication within a variety of socio-cultural contexts.
- E. Using critical thinking skills, analyze and reflect in verbal/written form individual responses to a broad range of visual art works.

Breadth Mapping: please indicate all that apply (if applicable)

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)

Matching course objective(s):

- A. Online students must (and traditional classroom students may) participate in one and one half hours per week of online discussions based on questions posed in weekly lessons. This participation consists of students' postings in answer to written questions provided by the instructor and/or postings in response to other student comments in an online discussion forum.
- B. Traditional classroom/online students will visit local museums and view actual works of art in preparation for a written museum report assignment. Time spent on museum visits and the related essay assignment must be at least one and one half hours per week.
(From section 6)
- A. Required readings in text and related online weekly lesson modules. Questions posed in lessons to be discussed in online discussion forums or in traditional classroom.
- B. Weekly essay assignments based on readings of text and lesson modules online to evaluate ongoing student learning; research paper/museum report assignment project may be assigned.
- C. Two midterms and one final; examinations may include slide identification, term definition and slide comparison essay, short answer and objective questions.
(From section 12)
- A. Reading Assignments: Reading of one or more textbook chapters for each weekly lesson (e.g., Chapter 1-2: Introduction to visual arts and Developing Visual Literacy plus online lesson/module.) Additional reading and research required for museum report assignment project.
- B. Writing Assignments: Weekly writing assignment based on text and lessons.

B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

Matching course objective(s):

- A. Analyze and gain knowledge of the style(s) and content(s) of significant visual art works produced throughout the world and the history of art.
- B. Systematically examine, interpret, and develop an appreciation for individual works of art not as isolated phenomena, but as components which have meaning when viewed in relation to the whole history of art and the over-arching human condition.
(From section 6)
- C. Two midterms and one final; examinations may include slide identification, term definition and slide comparison essay, short answer and objective questions.

B3. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

Matching course objective(s):

- (From Section 6)
- B. Weekly essay assignments based on readings of text and lesson modules online to evaluate ongoing student learning; research paper/museum report assignment project may be assigned.
- C. Two midterms and one final; examinations may include slide identification, term definition and slide comparison essay, short answer and objective questions.
(From Section 12)
- A. Reading Assignments: Reading of one or more textbook chapters for each weekly lesson (e.g., Chapter

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1-2: Introduction to visual arts and Developing Visual Literacy plus online lesson/module.) Additional reading and research required for museum report assignment project.

B. Writing Assignments: Weekly writing assignment based on text and lessons

B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

Matching course objective(s):

(From section 1a)

Art 1 offers an introduction to new ways of thinking about the visual arts, including examinations of the visual elements and artistic media, particularly as they contribute to the development of visual literacy. Includes analysis of western and non-western traditions in the visual arts within a social and historical context.

(From section 2)

A. Analyze and gain knowledge of the style(s) and content(s) of significant visual art works produced throughout the world and the history of art.

B. Systematically examine, interpret, and develop an appreciation for individual works of art not as isolated phenomena, but as components which have meaning when viewed in relation to the whole history of art and the over-arching human condition.

C. Evaluate, acquire knowledge of (and discuss in small groups in class or online) the various underlying principles motivating artistic expression and how they reflect broader human ideas and ideals.

B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Matching course objective(s):

(From section 6)

A. Required readings in text and related online weekly lesson modules. Questions posed in lessons to be discussed in online discussion forums or in traditional classroom.

B. Weekly essay assignments based on readings of text and lesson modules online to evaluate ongoing student learning; research paper/museum report assignment project may be assigned.

(From section 10)

A. Online students must (and traditional classroom students may) participate in one and one half hours per week of online discussions based on questions posed in weekly lessons. This participation consists of students' postings in answer to written questions provided by the instructor and/or postings in response to other student comments in an online discussion forum.

B. Traditional classroom/online students will visit local museums and view actual works of art in preparation for a written museum report assignment.

Requesting Faculty: Robbie Reid, Ph.D. _____

Date: 1/7/10 _____

Division Curr Rep: _____

Date: _____

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Joe Ragey, Sam Connell, Bernie Day

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Comments:

The committee has reviewed and approved the above curriculum for HUMANITIES GENERAL EDUCATION.

Approved: X_____ Denied:_____ CCC Co-Chair Signature: Joe Ragey_____ Date: 2/8/11_____