

General Education Review Request

AREA I - HUMANITIES

Course Number & Title: ART 5A 2 Dimensional Design

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: Expected Outcomes (Section 2)

- F. Understand the contributions of artists and designs of diverse cultures
- G. Identify the use of design elements and principles of organization of various eras and cultures.
- H. Articulate the cultural and personal differences in student works.
- I. Evaluate content, form, and technique of works created.
- A. Identify and use design elements effectively.

Matching course objective(s):

From: Expanded (Section 4)

A. Design Components:

1. Interaction of form: Intent and awareness in the use of styles, types of designed, decorative, non objective, objective, abstract, and visual traits and qualities.
2. Interaction of content: subject matter, meaning, cultural and personal history, Iconography, traits, qualities and Sources.

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

Matching course objective(s):

From: Expected Outcomes (Section 2)

- G. Identify the use of design elements and principles of organization of various eras and cultures.
- F. Understand the contributions of artists and designs of diverse cultures
- H. Articulate the cultural and personal differences in student works.
- I. Evaluate content, form, and technique of works created.
- A. Identify and use design elements effectively.

Matching course objective(s):

From: Expanded (Section 4)

A. Design Components:

1. Interaction of form: Intent and awareness in the use of styles, types of designed, decorative, non objective, objective, abstract, and visual traits and qualities.
2. Interaction of content: subject matter, meaning, cultural and personal history, Iconography, traits, qualities and Sources.

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

Matching course objective(s):

From: Expected Outcomes (Section 2)

- H. Articulate the cultural and personal differences in student works.
- F. Understand the contributions of artists and designs of diverse cultures
- G. Identify the use of design elements and principles of organization of various eras and cultures.

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I. Evaluate content, form, and technique of works created.

Matching course objective(s):

From: Expanded (Section 4)

2. Interaction of content: subject matter, meaning, cultural and personal history, Iconography, traits, qualities and Sources.

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

Matching course objective(s):

From: Expanded (Section 4)

2. Interaction of content: subject matter, meaning, cultural and personal history, Iconography, traits, qualities and Sources.

Matching course objective(s):

From: Expected Outcomes (Section 2)

F. Understand the contributions of artists and designs of diverse cultures

G. Identify the use of design elements and principles of organization of various eras and cultures.

H. Articulate the cultural and personal differences in student works.

I. Evaluate content, form, and technique of works created.

A. Identify and use design elements effectively.

B. Apply design processes to explore and generate ideas.

C. Identify and use design principles effectively.

Matching course objective(s):

From: Method of Eval(Section 6)

C. Written critiques.

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):

From: Expected Outcomes (Section 2)

D. Describe and communicate concepts about visual qualities using appropriate vocabulary.

A. Identify and use design elements effectively.

H. Articulate the cultural and personal differences in student works.

I. Evaluate content, form, and technique of works created.

G. Identify the use of design elements and principles of organization of various eras and cultures.

B. Apply design processes to explore and generate ideas.

C. Identify and use design principles effectively.

Matching course objective(s):

From: Method of Evaluation (Section 6)

C. Written critiques.

B. Class critique and discussion.

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

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

Matching course objective(s):

From: Expanded (Section 4)

- 3. Problem definition: objectives and goals.
 - Idea finding: multiple sources such as pictures, direct observation, nature, culture.
 - Solution implementation: found images, color.
 - Samples, multiple studies, Sketchbook and idea, thumbnails, sketching.

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

Matching course objective(s):

From: Expanded (Section 4)

B. Visual elements of design:

- 1. Line: weight, characteristics, direction, lost and found.
- 2. Shape: rectilinear, curvilinear, flat, mass/volume, positive. negative.
- 3. Texture: visual, actual.
- 4. Color: symbolic, primary, secondary, tertiary.
- 5. Value: contrast, high/low key, value pattern.
- 6. Space: overlapping, size, open form/ closed form.

C. Principles of design:

- 1. Unity: proximity, economy.
- 2. Balance: symmetry, asymmetry, all over pattern
- 3. Rhythm: repetition, progression.
- 4. Emphasis: focal point, color as emphasis.

D. Techniques and materials:

- 1. Paper cutout.
- 2. Transferring: tracing, copying, overhead projector.
- 3. Text layout and illustration using collage.
- 4. Stenciling.

Matching course objective(s):

From: Expected Outcomes (Section 2)

- A. Identify and use design elements effectively.
- B. Apply design processes to explore and generate ideas.
- C. Identify and use design principles effectively.
- E. Use art tools and materials skillfully.

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

Matching course objective(s):

From: Expanded (Section 4)

A. Design Components:

- 1. Interaction of form: Intent and awareness in the use of styles, types of designed, decorative, non objective, objective, abstract, and visual traits and qualities.
- 2. Interaction of content: subject matter, meaning, cultural and personal history, Iconography, traits, qualities and Sources.

Matching course objective(s):

From: Expected Outcomes (Section 2)

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- F. Understand the contributions of artists and designs of diverse cultures
- G. Identify the use of design elements and principles of organization of various eras and cultures.
- B. Apply design processes to explore and generate ideas.
- H. Articulate the cultural and personal differences in student works.
- C. Identify and use design principles effectively.
- D. Describe and communicate concepts about visual qualities using appropriate vocabulary.
- I. Evaluate content, form, and technique of works created.

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

Matching course objective(s):

From: Expected Outcomes (Section 2)

- F. Understand the contributions of artists and designs of diverse cultures
- G. Identify the use of design elements and principles of organization of various eras and Cultures.
- H. Articulate the cultural and personal differences in student works.

Matching course objective(s):

From: Expanded (Section 4)

A. Design Components:

- 2. Interaction of content: subject matter, meaning, cultural and personal history, Iconography, traits, qualities and Sources.

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):

From: Expected Outcomes (Section 2)

- I. Evaluate content, form, and technique of works created.
- A. Identify and use design elements effectively.
- B. Apply design processes to explore and generate ideas.
- H. Articulate the cultural and personal differences in student works.
- C. Identify and use design principles effectively.
- D. Describe and communicate concepts about visual qualities using appropriate vocabulary.
- E. Use art tools and materials skillfully.
- G. Identify the use of design elements and principles of organization of various eras and cultures.

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):

From: Method of Evaluation (Section 6)

- B. Class critique and discussion.
- C. Written critiques.

Matching course objective(s):

From: Lab Content (Section 10)

Apply design processes to explore and generate ideas in a sketchbook

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3. Process:

Problem definition: objectives and goals.
Idea finding: multiple sources such as pictures,
Direct observation, nature, culture.
Solution implementation: found images, color.
Samples, multiple studies, Sketchbook and idea, thumbnails, sketching.

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

Matching course objective(s):

From: Expanded (Section 4)

A. Design Components:

3. Process:

Problem definition: objectives and goals.
Idea finding: multiple sources such as pictures,
Direct observation, nature, culture.
Solution implementation: found images, color.
Samples, multiple studies, Sketchbook and idea, thumbnails, sketching.

Matching course objective(s):

From: Expected Outcomes (Section 2)

- I. Evaluate content, form, and technique of works created.
- C. Identify and use design principles effectively.
- A. Identify and use design elements effectively.
- B. Apply design processes to explore and generate ideas.
- D. Describe and communicate concepts about visual qualities using appropriate vocabulary.
- E. Use art tools and materials skillfully

Matching course objective(s):

From: Method of Evaluation (Section 6)

- C. Written critiques.

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

Matching course objective(s):

From: Expected Outcomes (Section 2)

- D. Describe and communicate concepts about visual qualities using appropriate vocabulary.
- A. Identify and use design elements effectively.
- H. Articulate the cultural and personal differences in student works.
- C. Identify and use design principles effectively.
- F. Understand the contributions of artists and designs of diverse cultures
- G. Identify the use of design elements and principles of organization of various eras and cultures.
- I. Evaluate content, form, and technique of works created.

Matching course objective(s):

From: Method of Evaluation (Section 6)

- B. Class critique and discussion.
- C. Written critiques.

Matching course objective(s):

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From: Lab Content (Section 10)

Apply design processes to explore and generate ideas in a sketchbook

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: Expanded (Section 4)****A. Design Components:**

2. Interaction of content: subject matter, meaning, cultural and personal history, Iconography, traits, qualities and Sources.

3. Process:

Direct observation, nature, Culture.

Idea finding: multiple sources such as pictures,

Matching course objective(s):**From: Expected Outcomes (Section 2)**

F. Understand the contributions of artists and designs of diverse cultures

G. Identify the use of design elements and principles of organization of various eras and cultures.

H. Articulate the cultural and personal differences in student works.

I. Evaluate content, form, and technique of works created.

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: Text (Section)**

When taught via Foothill Global Access, students will utilize Etudes technology for online Classroom Lessons, Assignments, Tests, Forum for discussion groups, and the Message Center for private communication with instructor.

Matching course objective(s):**From: Method of Instruction (Section9)**

Electronic discussions/chat

Requesting Faculty: Jose Arenas _____ Date: Nov 30th, 2009 _____

Division Curr Rep: Simon Pennington _____ Date: 1.23.10 _____

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Joe Ragey, Sam Connell, Bernie Day

Comments:

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The committee has reviewed and approved the above curriculum for HUMANITIES GENERAL EDUCATION.
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Approved: X_____ Denied:_____ CCC Co-Chair Signature: Joe Ragey_____ Date: 2/8/11_____