

## Administrative Master Syllabus

### Course Information

<b>Course Title</b>	Foundations of Arts
<b>Course Prefix, Num. and Title</b>	ARTS 1313
<b>Division</b>	Communication and Fine Arts
<b>Department</b>	Visual and Performing Arts
<b>Course Type</b>	Academic WCJC Core Course
<b>Course Catalog Description</b>	Introduction to the creative media designed to enhance artistic awareness and sensitivity through the creative and imaginative use of art materials and tools. Includes art history and culture through the exploration of a variety of art works with an emphasis on aesthetic judgment and growth.
<b>Pre-Requisites</b>	None
<b>Co-Requisites</b>	Enter Co-Requisites Here.

### Semester Credit Hours

<b>Total Semester Credit Hours (SCH): Lecture Hours:</b>	3:3:0
<b>Lab/Other Hours</b>	
<b>Equated Pay Hours</b>	3
<b>Lab/Other Hours Breakdown: Lab Hours</b>	Enter Lab Hours Here.
<b>Lab/Other Hours Breakdown: Clinical Hours</b>	Enter Clinical Hours Here.
<b>Lab/Other Hours Breakdown: Practicum Hours</b>	Enter Practicum Hours Here.
<b>Other Hours Breakdown</b>	List Total Lab/Other Hours Here.

### Approval Signatures

Title	Signature	Date
<b>Department Head:</b>		
<b>Division Chair:</b>	<i>Patrick Ralls</i>	9/4/25
<b>VPI:</b>		

## **Additional Course Information**

**Topical Outline:** Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, and clinical or other non-lecture instruction).

Theory and practice of two and three-dimensional organization related to design principles. Includes the study of historical and current art trends, directed toward and intelligent appreciation of visual arts. Emphasis is on the evolution of contemporary arts, environment and legal ramifications are covered in this course.

### **Course Learning Outcomes:**

#### **Learning Outcomes – Upon successful completion of this course, students will:**

1. Demonstrate the ability to analyze contemporary works of art according to form (what we see) and content (the meaning behind the work).
2. Demonstrate knowledge of art as a language through mass communications such as graphic design, graphic novels and photo essays.
3. Compare and contrast different areas of the arts and work on projects that demonstrate what professional artists do in the field.
4. Analyze and recognize the necessity and importance of self-expression.
5. The student will listen and constructively advise their classmates during critique sessions after each project completion.
6. Identify how the designer impacts the environment and how designers globally take responsibility for consumerism and building design.

#### **Methods of Assessment:**

1. Quizzes, Presentations (Rubric), Class work, Class Critiques
2. Projects,(Rubric) Class work
3. Projects(Rubric), Assignments (Rubric), Class work
4. Projects(Rubric), Group Assignments(Rubric), Class Discussions
5. Critiques, class discussions, Projects (Rubric)
6. Projects(Rubric), Class Participation

### **Required text(s), optional text(s) and/or materials to be supplied by the student:**

"Artforms", Pearson/Prentice Hall, 9th Edition, by Duane Preble, Sarah Preble, and Patrick Frank, ISBN 0-13-978-0-13-514132-8. Drawing supplies, scissors, colored pencils, watercolor supplies and markers.

### **Suggested Course Maximum:**

24

### **List any specific or physical requirements beyond a typical classroom required to teach the course.**

Studio space, supplies and storage space

**Course Requirements/Grading System:** Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course.

Grades Weights:

Quizzes-20 points

Assignments-20 points

Design projects-50 points

Participation-10 points

100 total

Instructor's Grading System:

90-100 A

80-89 B

70-79 C

60-69 D

59 or lower F

### Curriculum Checklist:

☐ **Administrative General Education Course** (from ACGM, but not in WCJC Core) – No additional documents needed.

☒ **Administrative WCJC Core Course** – Attach the Core Curriculum Review Forms

☒ Critical Thinking

☒ Communication

☐ Empirical & Quantitative Skills

☒ Teamwork

☒ Social Responsibility

☐ Personal Responsibility

☐ **WECM Course** – If needed, revise the Program SCANS Matrix and Competencies Checklist

## Core Curriculum Review Form

**Foundational Component Area:** Core 050: Creative Arts

**Course Prefix & Suffix:** ARTS 1313

### Core Objective:

**Critical Thinking Skills**—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

### Student Learning Outcome Supporting Core Objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
State Mandated	Analyze a work of art according to form (what we see) and content (the meaning behind the work)	Class and Group Discussions, Class Assignments, Group Presentations	Group work Rubric, Quizzes
State Mandated	Demonstrate various techniques in art using various media and apply different styles and techniques to numerous cultures and time periods	Lecture, Class work, Projects	Quizzes, Project Rubric
Choose a SLO status.	Insert SLO (from Administrative Master Syllabi)	Provide a brief name and description of the sample learning activity.	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective.

## Core Curriculum Review Form

**Foundational Component Area:** Core 050: Creative Arts

**Course Prefix & Suffix:** ARTS 1313

### Core Objective:

**Communication Skills**—to include effective development, interpretation and expression of ideas through written, oral and visual communication

### Student Learning Outcome Supporting Core Objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
State Mandated	Analyze a work of art according to form (what we see) and content (the meaning behind the work)	Class Discussions, Class Work, Presentations, Group Project Class critiques (Listen and constructively critique classmates classmates presentations)	Assignment Rubric, Quizzes Class critiques, project rubric
State Mandated	Demonstrate the knowledge of art as a language through mass communications such as graphic design, graphic novels and photo essays.	Lecture, Class Discussion, Class work, Group Presentations	Group Work Rubric, Projects (Rubric)
Choose a SLO status.	Insert SLO (from Administrative Master Syllabi)	Provide a brief name and description of the sample learning activity.	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective.

## Core Curriculum Review Form

**Foundational Component Area:** Core 050: Creative Arts

**Course Prefix & Suffix:** ARTS 1313

### Core Objective:

**Teamwork**—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

### Student Learning Outcome Supporting Core Objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
State Mandated	Compare and contrast various art techniques throughout time, regions and cultures	Lecture, Class work, Group presentations, Class Critiques, Class Discussions	Assignments, Group Work Rubric
State Mandated	Students will analyze and recognize the necessity and importance of self-expression.	Lecture, Class work, Class Discussions, Group presentations, Class Critiques	Class work, Group Work Rubrics, Quizzes
Choose a SLO status.	Insert SLO (from Administrative Master Syllabi)	Provide a brief name and description of the sample learning activity.	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective.

## Core Curriculum Review Form

**Foundational Component Area:** Core 050: Creative Arts

**Course Prefix & Suffix:** ARTS 1313

### Core Objective:

**Social Responsibility**—to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

### Student Learning Outcome Supporting Core Objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
State Mandated	Students will analyze and recognize the necessity and importance of self-expression.	Class discussions, class work, Project Evaluate various copyright laws and its impact on the arts. Demonstrate the use of ethics and integrity when designing a new project. Evaluate court cases involving copyright infringement and its consequences.	Quizzes, Projects, Class Discussion
State Mandated	Identify how the designer impacts the environment and how designers globally take responsibility for consumerism and building design .	Lecture, Class work, Projects	Quizzes, Project Rubric
Choose a SLO status.	Insert SLO (from Administrative Master Syllabi)	Provide a brief name and description of the sample learning activity.	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective.