



Purpose: It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

Course Title – Foundations of Art
Course Prefix and Number – Arts 1313
Department – Art and Drama

Division - CFA

Course Type: (check one)

- Academic General Education Course (from ACGM – but not in WCJC Core)
- Academic WCJC Core Course
- WECM course (This course is a Special Topics or Unique Needs Course: Y or N

Semester Credit Hours # : Lecture hours# : Lab/other hours # 3:2:2

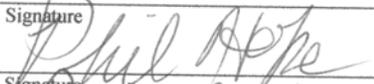
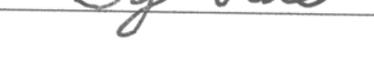
Equated Pay hours for course - 3

Course Catalog Description – theory and practice of two- and three- dimensional organization related to design principles. Includes study of historical and current art trends, directed toward an intelligent appreciation of visual arts.

List Lab/ Other Hours
Lab Hours
Clinical Hours
Practicum Hours
Other (list)

Prerequisites/Corequisites - THEA reading requirement met

Approvals – the contents of this document have been reviewed and are found to be accurate.

Prepared by Phil Hoke	Signature 	Date 9/7/07
Department Head Phil Hoke	Signature 	Date 9/7/07
Division Chair Dr. Paul Spellman	Signature 	Date 9/7/07
Vice President Dr. Ty Pate	Signature 	Date 10/5/07



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

periods of art in chronological sequence, characteristics of each period and artists and artwork that defined the periods, elements and principles of design, self-expression, art and culture.

II. Course Learning Outcomes

Course Learning Outcome	Method of Assessment
1. To distinguish between the periods of art, and state the chronological order of those periods. 2. To summarize the characteristics of each period, and state the names of artists and artwork from each period. 3. To state the elements of art and principles of design and identify how they were used in the development of specific works of art. 4. To apply the acquired knowledge of these elements and principles to ones own work. 5. To recognize the necessity and importance of self-expression. 6. To see the relationship between art and culture and recognize the important role that art plays in identifying the values and morals of a culture.	1. Workbook Assignment 2. Workbook Assignment 3. Workbook Assignment 4. Design assignments 5. Workbook and design assignments 6. Workbook assignment

III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.

Artforms, Harper collins 7th edition, by Duane Preble, Sarah Preble, and Patrick Frank, ISBN 0-13-089979-8; 1 18 x 24 white drawing paper and/or poster board for collage; 1 6B drawing pencil; kneaded eraser, Scissors, Colored pencils and markers, Elmer's glue.

IV. Suggested Course Maximum - 30

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

Large studio space with various work areas. Securable storage spaces; securable supply closet/cabinet;

VI. Course Requirements/Grading System – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course 50% from the average of 5 design projects, and 50% from workbook assignment where 90% and above =A; 80-89% = B; 70-79% = C; 60-69% = D; 59% and Lower = F.

VII. Curriculum Checklist

- **Academic General Education Course** (from ACGM – but not in WCJC Core)
No additional documentation needed

- **Academic WCJC Core Course**

Attach the Core Curriculum Checklist, including the following:

- Basic Intellectual Competencies
- Perspectives
- Exemplary Educational Objectives

- **WECM Courses**

Attach the following:

- Program SCANS Matrix
- Course SCANS Competencies Checklist



Page 1: Competencies

Course Prefix & Number: Art 1313	
Competency	Method of Assessment
READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials – books, articles, and documents.	Workbook Assignment
WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience.	N/A
SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience.	N/A
LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.	N/A
CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies.	Workbook and Design Projects
COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information.	N/A



Page 2: Perspectives

Course Prefix & Number: Art 1313	
Perspective	Method of Assessment
1. Individual and society/world; cultural and ethnic diversity	Students will be introduced to art as it has been represented through a variety of cultures and time periods.
2. Individual, political, economic, and social aspects of life; being a responsible member of society	Students will study the contributions of specific artists and movements and how these movements were either reactions to or products of individual, political, economic, and social aspects of life.
3. Health and wellness	n/a
4. Technology and science: use and understanding	n/a
5. Personal values for ethical behavior	Students will be held to high standards of personal responsibility and academic integrity through exams and design projects.
6. Ability to make aesthetic judgments	Students will be exposed to various aesthetic standards through class readings and they will apply this information to specific design projects.
7. Logical reasoning in problem solving	Workbook and design projects.
8. Integrate knowledge from and understand interrelationships of the scholarly disciplines	Students will recognize the role that history, philosophy, religion, science and politics have influenced artistic activity world wide.



Page 3: Exemplary Educational Objectives

Course Prefix & Number:	
Component Area: Humanities and Performing/Visual Arts	
Exemplary Educational Objective	Method of Assessment
1. Demonstrate awareness of the scope and variety of works in the arts and humanities.	Workbook assignment
2. Understand those works as expressions of individual and human values within a historical and social context.	workbook assignment and individual creative projects.
3. Respond critically to works in the arts and humanities.	workbook and creative projects.
4. Engage in the creative process or interpretive performance and comprehend the physical and intellectual demands required of the author or visual or performing artist.	Students will complete five different design projects to complete the course.
5. Articulate an informed personal reaction to works in the arts and humanities.	workbook
6. Develop an appreciation for the aesthetic principles that guide or govern the humanities and arts.	workbook and creative projects.
7. Demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.	workbook