

General Studies 2015-16 Course Review

Art 140

I. **Course Description: Art Appreciation (3 credit hrs.)**

An introductory survey course in the visual arts emphasizing the development of perceptual and conceptual awareness through an investigation of the nature of art. Significant artists and artworks from western and non-western cultures throughout history are studied to form the basis for a life-long appreciation of the visual arts. Attendance at local and/or regional art exhibitions and museums is required. Meets three times per week.

II. **Student Learning Outcome (SLO)**

At the completion of this course students will be able to:

1. Demonstrate knowledge of the language used for discussing and evaluating art.
2. Demonstrate knowledge of artist's materials.
3. Demonstrate knowledge of the purposes and functions of art.
4. Demonstrate knowledge of the themes that artists use and the roles they play in society.

III. **Course Assessment:**

Please describe how the outcome identified is assessed in the course. Please be specific and include the assessment description or attach a copy of the assignment. Please also describe any variation in assessment across course sections if any exist.

1. Assignments and projects will be evaluated according to the following criteria:
 - A. Adherence to all specific assignment guidelines/content requirements.
 - B. Adherence to deadlines.
 - C. Level of technical difficulty attempted and achieved. More sophisticated work may receive higher scores.
 - D. Creativity and Originality: Solving the assignments in an imaginative and unique way may lead to a higher score.
 - E. Honesty: Submit your own work. West Liberty's Academic Honesty Policy can be found in the Student Handbook on West Liberty University's website
2. Course Requirements (These are the assignments I expect that the class will complete)
 - A. Group Presentation: Art History assignment-Oral visual (collaboration). In this presentation, assigned students will collaborate in researching and presenting information on an important art movement in the history of art. The students will design a pre- and post-test that will be given to the class and grades will be recorded. These presentations are not just for the people who present them!! It is expected that the presentations will teach fellow classmates about the art movements.
3. Art Presentation: Grading Criteria:
 - A. The Presentation: informative, effective visuals, and two cited sources
 - B. The Delivery: practiced and engaging
4. Purpose: Provide an opportunity for you to actively participate in your learning and to teach others what you have learned. Each student is responsible for researching and presenting an assigned art movement. \
5. "Art 21" Journal assignments (individual, online)
6. Midterm and Final Exams (individual)
7. Completion of in class and homework assignments (combination)

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8. Class attendance and participation: There will be a number of in-class assignments and quizzes. You must be present to earn credit. There will be no makeup assignments or quizzes offered. No extra credit is offered in this class.
9. Grade Percent
A= 90-100
B= 80-89
C= 70-79
D= 60-69
F= 59 ↓
10. Attachments: (submitted via LiveText)

IV. **Course Delivery and Consistency:** Please describe ALL methods of delivery (including number of sections of each) and procedures in place to ensure consistency across the sections. Please also BRIEFLY describe how the course addresses issues of accessibility for students with diverse learning styles.

METHODS OF DELIVERY:

1. Lectures: supported by slide presentations. At least 12 art topics are introduced and discussed during the semester.
2. Discussions: either during lectures or after. Students are free to ask questions or 'think- at-loud' during my presentations. It usually leads to interesting and stimulating critique of art idea or art history movement.
3. Online Research: Each Friday students work on Art Journal. Students are required to visit <http://www.pbs.org/art21/> and review one artist a week. Students must submit at least 12 entries at the end of the semester. Journal is checked periodically.(assignment attached)
4. Group Presentations: students work in groups (usually five students in a group) on an assignment. Students are required to research and present specific Art Movement as a group. They need to work outside of classroom. Each group has one presentation a semester. (attached)
5. Practical Hands-on Art Production: two or three session of art making during the semester. (example of assignment attached)
6. Film Session: we have a few in-class film screenings introducing art methods, movements and significant figures from art history.
7. Outside of classroom engagement: Gallery/Museum Report (assignment attached)

BRIEFLY describe how the course addresses issues of accessibility for students with diverse learning styles: It is important for any educator to be respectful of the diverse learning of the students. For one, when a skilled educator is able to get all the members of the class involved in the discussion, some remarkable opportunities for learning often take place. The great thing about the college learning atmosphere is the fact that there are such diverse backgrounds, abilities, and viewpoints from which each student can provide a unique perspective and make a discussion all the more richer. So, to this end, I possess the ability to get all students to “speak up”—even those who might hold different views than myself (challenging question: is this art? Why or why not?), or than those of many in the classroom. In the college environment, all students will gain

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a new perspective in hearing the voices of those whose perspectives are shaped by forces quite different than their own. The issue of getting all students to the same academic competence with a subject is a challenging one. I can say that there are students who simply get whatever material I present to them in class, and who can, with relative ease, successfully complete all assessments. The important thing as an educator is not to simply teach directly to these couple of students, but to devise a strategy for each student to get the most that they can out each lesson. If a student who struggles with a class, or topic in a class, puts forth an honest effort, I have found that the student is rewarded with both the transformation associated with learning new material and improving skills, as well as with a good grade. In this sense, I believe that a student with relatively weak academic abilities has the potential to make great strides towards success and mastery, even if there is a bit of a struggle to get there. This diversity in assessment allows students who might be weaker test-takers to prove themselves in another format (example: art journal, presentation or hands-on art project)

V. Course Syllabi and Documents: submitted via LiveText