CORE CURRICULUM COMPONENT APPLICATION
Sam Houston State University

PART I – Course Information

Course Type
☒ Existing/Restructured
☐ New Course Proposed Fall 2013
If new, have you submitted a Form B to the SHSU Curriculum Committee? ☐ Yes ☐ No

Course Prefix & Number: AGRI 2399

Texas Common Course Number (TCCN Matrix): None

Course Title: Floral Design

Course Catalog Description (Copy and paste from online catalog for existing courses):
Principles and elements of design illustrated with the use of floral materials; techniques involved
in design and construction of floral arrangements; history and utilization of floral art in society.

Course Prerequisites: None

Available Online?
☐ Yes, currently developed in online delivery mode
☐ Anticipated development in online delivery mode (Semester, Year: )
☒ No

Number of Sections to be Offered per Academic Year: 4

Estimated Enrollment per Section: 40

Course Level (freshman, sophomore): Sophomore

Designated Contact Person (for follow-up communication purposes): Dwayne Pavelock

E-Mail Address: agr_dxp@shsu.edu

Phone: 4-1186

Approvals

Department Chair: 
Signature 
Date

Academic Dean: 
Signature 
Date
PART II – THECB Foundational Component Areas

See Appendix for full description of each component area.

Select Component Area: V. Creative Arts

In one paragraph, describe how the proposed course will fulfill the core and skill objectives of the component area: This course will focus on the exploration and appreciation of the art, floral design. Students will be able to appreciate floral and plant-related creative activities to add meaning and aesthetic value to life-celebrating events. The history of this art will be examined to foster an understanding of the progression of floral design in accordance with societal norms, cultural changes, and improved techniques. A focus on elements affiliated with aesthetics, innovation, and meaning-making using floral design will further assist the student in developing an appreciation for various styles of expression. Finally, interdependence with other creative arts, including painting, musical theater, and dance, will be explored.

PART III – Course Objectives & Student Learning Outcomes (SLO)

Insert the applicable course objectives stated as student learning outcomes (e.g., Students completing the course will be able to...) that support the core component area objectives. Please reference the component rubric for additional information on core component area objectives.

Objective/SLO 1: Students completing the course will be able to compare and contrast floral art from various historical periods, particularly as it relates to current examples of traditional and innovative artifacts.

How will the objective be addressed (including strategies and techniques)?
Direct instruction and construction of a timeline will be used to provide students with the history of floral design, including occidental style (evolved with Egyptians and later influenced by Europeans), western style, and oriental style. Students will further be required to evaluate, and distinguish between, the different historical styles by examining artifacts via PowerPoint presentations. Examining the historical aspects of floral design will foster an appreciation for creative artifacts, such as floral paintings of Monet and van Gogh. Discussions will focus on exploring and interpreting various floral sculptures. Floral symbolism is rooted deeply in many civilizations throughout the ages. To help embed this symbolism, opportunities will be provided to consider the imagery of particular flowers and/or their colors as they relate to traditional cultures as well as innovative uses of flowers and colors to exude the meaning and emotional response for those observing the creative artifacts. Independent reading and research assignments will be used to encourage deep learning of historical and contemporary uses of floral sculptures. Finally, students will apply the concepts as an additional element for appreciating works of the human imagination. The final capstone assignment will be to
synthesize all learning into a written story-telling/meaning-making plan that uses traditional and innovative symbolism to tell the story.

Describe how the objective will be assessed: Direct assessment will occur through embedded questions in comprehensive examinations (Appendix D) and periodic quizzes related to independent reading and research assignments. Direct assessment will also include the instructor's observance of creative active learning exercises to analyze whether students can apply concepts in an informal setting.

Indirect assessment will consist of informal discussion and oral questioning strategies during lectures. Students will compose a written interpretation of their creations. Group members will observe the creation and discuss the media (type of flower, color, stage of growth, design shape) used and how they relate to the creator's intended meaning.

**Objective/SLO 2:** Students completing the course will be able to analyze and assess the properties and psychological effects of floral sculpture artifacts, both historical and contemporary. Students will engage their aesthetic sensibilities and express their creativity through two-dimensional (2-D) and three dimensional (3-D) mediums.

How will the objective be addressed (including strategies and techniques)?
The beauty of present-day arrangements is the harmony between tradition and individual innovation. The basic elements and principles of designs for floral sculpture will be taught through demonstration and analysis of still-life paintings typically hanging in museums, instructor demonstration, and student active learning tasks. Elements and principles of design include, but are not limited to: color theory, form, texture, line, space, harmony, scale, balance, rhythm and proportion. Ideally, students will appreciate and establish a communion between themselves and their floral sculpture.

Describe how the objective will be assessed: As indirect assessment, students will assess the creative artifacts of others by offering critiques of their designs to delineate emotion and meaning elicited by the specific floral elements and emotions. Students will examine the use of color schemes, lines, harmony, and composition in their analyses. Also, the capstone project will require students to participate in a juried exhibit, such as in the Lowman Student Center Gallery. Direct assessment will also occur through questions imbedded into examinations. The instructor will assess the degree to which students understand these concepts by directly assessing student work through observation and written assessments.

**Objective/SLO 3:** Students will synthesize and interpret floral composition/sculpture, conveying the perceived vision of the sculptor's meaning-making using the medium.

How will the objective be addressed (including strategies and techniques)?
Students will show their synthesis of the principles through using their own imagination to create specific artifacts for aesthetic value related to various occasions. They will be required to use aesthetic judgments and interpretation to indicate their command of principles and techniques related to the sculpturing of floral designs and provide creative expression.

Describe how the objective will be assessed: Direct assessment will occur through the use of a rubric (Appendix A) by the instructor to assess students' ability to create a work of art that meets the specific criteria associated with the art form of floral design/sculpture. Examinations will include embedded questions to assess students' understanding of principles and elements affiliated with floral design. Informal assessment will occur through instructor observation during
active learning tasks to determine the level at which a student understands traditional design, innovative design, and interpretation techniques.

**Objective/SLO 4:** Students will communicate in critical, creative, and innovative ways about works of art.

How will the objective be addressed (including strategies and techniques)?
The composition and suitability of flower and foliage use, based on their shape and size, will be addressed through direct instruction. Students will use verbal, visual, and written communication skills when explaining the creation of their own artifact or when providing a critique of others’ works. Critiques of still-life paintings, musicals, and dances related to floral aspects will be an element of direct instruction (e.g., Dance of the Flowers from Tchaikovsky’s Nutcracker Suite, The Blue Flower musical by Jim Bauer and Ruth Bauer, van Gogh’s Sunflower series). Students will also examine what can be communicated through the arrangement/sculpture of flowers and foliage, especially as it pertains to aesthetic presentation related to various occasions. Examples of correct and incorrect usage will be provided as realia so that students can have a visual opportunity to comprehend the subject matter. Lecture and non-lecture activities will incorporate students’ abilities to identify, critique, and interpret designs from a holistic viewpoint. Finally, such participatory activities will assist students in the analysis and synthesis of flower and foliage roles in this type of art form.

Describe how the objective will be assessed: Students will be required to complete formal, written examinations that assess their mastery of critiquing their own work, as well as others’ works. Oral communication skills will be directly assessed by the instructor as students verbally critique these same floral sculptures. Students will create floral artifacts to visually communicate appropriate moods and intentions when provided specific occasions and scenarios. This visual communication component will be directly assessed by the instructor’s use of a rubric (Appendix C). Students will be interviewed by the instructor to determine if they have an understanding of the aesthetics involved and to determine if their appreciation extends beyond the inherent beauty of the flower. A rubric (Appendix A) will be used for this appraisal.

The capstone assignment mentioned earlier will require students to develop a plan/sketch of a floral sculpture that tells a story through the flora strategically used. This project will further entail participation in a juried exhibit to be held in an appropriate location, such as the Lowman Student Center Gallery.
Objective/SLO 5: None

How will the objective be addressed (including strategies and techniques)?
N/A

Describe how the objective will be assessed: N/A

PART IV – THECB Skill Objectives

Address each of the THECB skill objectives required within the component area. Explain how the skill is addressed, including specific strategies to address the skill(s). Address ALL skill objectives associated with the selected Component Area. (See Appendix)

1. Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

How will the skill be addressed (including specific strategies, activities, and techniques)?
Students will develop and use critical thinking skills as they plan/create, sculpt, and evaluate floral designs/sculptures for the intended meaning. Direct instruction and active learning tasks provide the backbone to support the creative thinking, innovation, inquiry and analysis, as well as evaluation and synthesis to accomplish the desired aesthetic outcomes. As examples, students will also engage in: (1) innovative skills through careful planning and fashioning, as time permits, their own works of art; (2) inquiry activities by studying the historical elements of the art, floral design/sculpture; (3) analysis of the artistic elements of texture, space, color, form and line; (4) synthesis skills in assessing the sculpted principles of harmony, unity, balance and rhythm; and (5) evaluation activities by providing critiques of floral designs (2D and 3D examples) to provide feedback regarding artistic elements and principles. A final "capstone" project, mentioned previously, will be assigned as an opportunity for students to express their ideas and possibly transcend traditional thoughts and practices.

2. Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication

How will the skill be addressed (including specific strategies, activities, and techniques)?
Students will communicate their assessment of creative products in oral, visual, and written form. Visual (paper sketches, models, and/or floral sculptures) and oral assessments will be the primary methods of communication, with critiques, interpretations, and reflections using written forms. The oral communication component will entail students expressing their critiques of floral designs to the instructor and classmates, and in communicating knowledge of the artistic elements used in fashioning floral designs. Visual communication will be required when students assess, appraise, and express appreciation for aesthetics of floral designs/visual arrangements, as well as observing the reactions of, or meanings to, persons who are recipients of floral designs. Students will engage in written communication through design and appraisal comments, while active learning tasks will include students' reflections, sketching, and appreciation of flora in the art world.
3. **Empirical and Quantitative Skills**: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

How will the skill be addressed (including specific strategies, activities, and techniques)?

N/A

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

How will the skill be addressed (including specific strategies, activities, and techniques)?

Teams of 2-3 persons will plan/design, create, and deliver a floral sculpture for a particular event. This creative artifact assignment will include a theme, list of materials, and budget. Teams will be required to express ideas and exhibit talents during the process, utilizing available resources and native plant material from a natural landscape. Upon completion, teams will then analyze and critique, using Appendix B, creations of their own as well as other teams to foster an appreciation for ideas outside their own.

Additionally, one active learning task will consist of students working as a team to develop an appreciation for sculptures fashioned for particular clients, using only the time and materials made available.
5. **Personal Responsibility**: to include the ability to connect choices, actions and consequences to ethical decision-making

How will the skill be addressed (including specific strategies, activities, and techniques)?

N/A

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

How will the skill be addressed (including specific strategies, activities, and techniques)?

A variety of strategies will be used to help students develop an understanding of different cultures, practice civic responsibilities, and engage in regional, national, and global communities. Students will fashion floral sculptures as creative artifacts, then deliver those artifacts to a person or organization to experience the strong, positive effects of flowers on emotional well-being. This activity will satisfy the community service activity required of all students in the course. Additionally, students will interact and communicate with peers of other cultures during the team activity, engage in civic responsibility, and be involved in the community through this activity and by fashioning a design common in a country besides the United States. Students will also discover the psychological effect of flowers through the giving of floral designs. Studying the historical aspects of floral design as an art form will permit students to recognize global cultural uses of flowers, plant materials and foliage.

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**PART V – SHSU Core Curriculum Committee Requirements**

1. **Using a 15-week class schedule, identify the topics to be covered during each week of the semester. Provide sufficient detail to allow readers to understand the scope and sequence of topics covered.**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Overview of Floral Design as an Art Form; History of Floral Design: Evolution of Floral Design Through the Ages</th>
</tr>
</thead>
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<td>Understanding and Appreciating the Properties of Design Elements as They Relate to Aesthetic Sensibilities</td>
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<td>Principles of Design: Composition, Harmony, Unity, Focal Point, Proportion, Scale, Balance</td>
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<tr>
<td>Week 15</td>
<td>Reflection and Relationships Between the Creator and the Art Form</td>
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2. Attachments (Syllabus Required)

Syllabus Attached?  ☒ Yes  ☐ No

Other Attached?  ☒ Yes  ☐ No  If yes, specify: Rubrics; Examples of embedded questions
Appendix: THECB Component Area Descriptions and Skill Requirements

I. Communication (Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.)

II. Mathematics (Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.)

III. Life and Physical Sciences (Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.)

IV. Language, Philosophy, and Culture (Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.)

V. Creative Arts (Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.)

VI. American History (Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.)

VII. Government/Political Science (Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.)

VIII. Social and Behavioral Sciences (Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.)

<table>
<thead>
<tr>
<th>Required Skill Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundational Component Areas</td>
</tr>
<tr>
<td>Communication</td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
<tr>
<td>Life and Physical Sciences</td>
</tr>
<tr>
<td>Language, Philosophy &amp; Culture</td>
</tr>
<tr>
<td>Creative Arts</td>
</tr>
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<td>American History</td>
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<tr>
<td>Government/Political Science</td>
</tr>
<tr>
<td>Social and Behavioral Sciences</td>
</tr>
</tbody>
</table>

Submit completed, signed form to Core Curriculum Committee - Box 2478 or Fax 4-1271
Sam Houston State University  
College of Sciences  
Department of Agricultural & Industrial Sciences  
Fall, 2012

Course # and Title  
AGRI 2399.01, Floral Design (CRN 81764)  
Lecture: MW 10:00-10:50  
Lab: M 3:00-4:50; TU 3:00-4:50; TH 3:00-4:50; FR 10:00-11:50

Instructor  
Sharon Frey, Lecturer  
Office: 311B Thomason Bldg.  
Phone: 936-294-1224  
E-mail: slf009@shsu.edu

Teaching Assistant  
Casey Page  
Office: Farrington 219A  
Phone: 936-294-4557  
E-mail: cjp012@shsu.edu

Text  

Manual  
Floral Design Manual available at the campus bookstore, Barnes & Noble. Students are required to have this manual. Copied pages will not be accepted for a grade.

Description of Course Content  
This course will focus on the exploration and appreciation of the art, floral design. Students will be able to appreciate floral and plant-related creative activities to add meaning and aesthetic value to life-celebrating events. The history of this art will be examined to foster an understanding of the progression of floral design in accordance with societal norms, cultural changes, and improved techniques. A focus on elements affiliated with aesthetics, innovation, and meaning-making using floral design will further assist the student in developing an appreciation for various styles of expression. Finally, interdependence with other creative arts, including painting, musical theater, and dance, will be explored.

Course Objectives  
Upon completion of this course, students will be able to:  
1. compare and contrast designs from various historical periods of floral art, particularly as it relates to current practice;  
2. analyze and assess the properties and psychological effects of artifacts, both historical and contemporary, or floral sculptures;  
3. synthesize and interpret floral composition/sculpture. Sharing the message they perceived from the medium used in the sculpture; and
4. communicate in critical, creative, and innovative ways about works of art. Students will engage their aesthetic sensibilities and express their creativity through 2-D and 3-D mediums.

**Course Evaluation**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (two @ 100 pts. each)</td>
<td>200</td>
</tr>
<tr>
<td>Final exam</td>
<td>125</td>
</tr>
<tr>
<td>Lecture quizzes &amp; assignments (random)</td>
<td>50</td>
</tr>
<tr>
<td>Lab quizzes (random @ 10 pts. each)</td>
<td>50</td>
</tr>
<tr>
<td>Reflections project</td>
<td>30</td>
</tr>
<tr>
<td>Capstone project</td>
<td>100</td>
</tr>
<tr>
<td>Lab participation (10 pts. per lab)</td>
<td>120</td>
</tr>
</tbody>
</table>

You are responsible for monitoring your grade!

**Course Evaluation Descriptions**

- Lecture exams will include all notes and discussions from lecture.
- Final exam is comprehensive.
- Lecture quizzes and assignments will focus on independent effort that is required inside and outside of class.
- Lab quizzes and assignments will focus only on material discussed in labs.
- Creation, critique, and interpretation of various sculptures will be required.
- Design and deliver a minimum of one arrangement to a designated event/organization (community service activity requirement!!!).
- Donate a minimum of one design to an individual and compose a "reflection" regarding that experience.
- Capstone project will required participation in a juried exhibit in the LSC Gallery.
- Lab participation will be based on punctuality, attendance and being active engaged.
- Grades are calculated by percentage of total possible points. The lecture and lab are calculated as one grade.

**Use of Tobacco and Tobacco Products**

Sam Houston State University is a tobacco free campus and all tobacco products are prohibited in all buildings and outdoor public areas on campus. This includes the Horticulture Complex where labs are located.

**Department of Agricultural Sciences Attendance Policy**

1. Regular and punctual attendance is expected of each student in the Department of Agricultural Sciences at Sam Houston State University.
2. If a student misses **three or more classes**, the student’s grade will be reduced by one letter grade. Additional penalties may be assessed at the discretion of the instructor.
3. Three unexcused or unjustified tardies or early departures are considered as one absence.
4. Excused absences must be documented by the student with a letter of confirmation from the sponsoring student organization, professor or doctor. Exemptions will include participation in departmental activities when prior approval is attained from the Department Chair.
5. No exams or assignment will be given at alternative times unless arrangements are made with the professor/instructor before the scheduled activity occurs.
Academic Dishonesty
All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.

Classroom Rules of Conduct
Students will refrain from behavior in the classroom that intentionally or unintentionally disrupts the learning process and, thus, impedes the mission of the university. Cellular telephones and pagers must be turned off before class begins. Students are prohibited from eating in class, using tobacco products, making offensive remarks, reading newspapers, sleeping, talking at inappropriate times, wearing inappropriate clothing, or engaging in any other form of distraction. Inappropriate behavior in the classroom shall result in a directive to leave class. Students who are especially disruptive also may be reported to the Dean of Students for disciplinary action in accordance with university policy.

Visitors in the Classroom
Unannounced visitors to class must present a current, official SHSU identification card to be permitted in the classroom. They must not present a disruption to the class by their attendance. If the visitor is not a registered student, it is at the instructor’s discretion whether or not the visitor will be allowed to remain in the classroom.

Student Absences on Religious Holy Days
Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student who is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

American with Disabilities Act
SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then you are encouraged to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential.
NOTE: No accommodation can be made until you register with the Counseling Center.
**Use of Telephone and Text Messagers in Academic Classrooms and Facilities**
Any use of a telephone or text messager or any device that performs these functions during class is considered rude and inconsiderate of others in the class. Please refrain from such actions. If considered an emergency use please leave the classroom.

Use of such devices is prohibited during a test period, quiz or any in class written assignment. The visible presence of such a device during these times will result in a zero for that test, quiz or assignment. Store them in such a way that they cannot be seen or used by the student. Use of these devices during these times is considered a de facto evidence of cheating and could result in a charge of academic dishonesty (see student code of conduct http://www.shsu.edu/students/guide/StudentGuidelines2010-2012.pdf#page=29).

**Tentative Schedule**

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### Appendix A

Design Team Members: ____________________________

Appraisal Team Members: ____________________________

## Aesthetic Assessment Rubric

**AGRI 2399**

<table>
<thead>
<tr>
<th>Category</th>
<th>0-6 points</th>
<th>0-5 points</th>
<th>0-4 points</th>
<th>0-2 points</th>
</tr>
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<tbody>
<tr>
<td>Acquiring Competencies</td>
<td>Reflects: Evaluates creative process and product using appropriate criteria</td>
<td>Creates: Produces entirely new object or idea appropriate to the task</td>
<td>Adapts: Successfully adjusts their sculpture to her/his own specifications</td>
<td>Models: Successfully reproduces an appropriate exemplar</td>
</tr>
<tr>
<td><strong>Total Points:</strong></td>
<td>Points: ________</td>
<td>Points: ________</td>
<td>Points: ________</td>
<td>Points: ________</td>
</tr>
<tr>
<td>Risks</td>
<td>Actively seeks untested, potentially risky approaches to the assignment in the final product</td>
<td>Uses new directions or approaches to complete the final product</td>
<td>Considers new directions without going beyond the guidelines of the assignment</td>
<td>Stays strictly within the guidelines of the assignment</td>
</tr>
<tr>
<td><strong>Total Points:</strong></td>
<td>Points: ________</td>
<td>Points: ________</td>
<td>Points: ________</td>
<td>Points: ________</td>
</tr>
<tr>
<td>Innovative Thinking</td>
<td>Extends unique ideas to create original thoughts; crosses established boundaries</td>
<td>Incorporates alternate ideas in exploratory way</td>
<td>Recognizes, and may include, some alternate idea in a small way</td>
<td>Considers only a single approach to accomplish a task</td>
</tr>
<tr>
<td><strong>Total Points:</strong></td>
<td>Points: ________</td>
<td>Points: ________</td>
<td>Points: ________</td>
<td>Points: ________</td>
</tr>
<tr>
<td>Interpretative Revelations</td>
<td>Careful consideration of several design components symbolic to the occasion</td>
<td>Some degree of symbolism used in the assignment</td>
<td>Minimal symbolism recognized</td>
<td>No symbolism detected</td>
</tr>
<tr>
<td><strong>Total Points:</strong></td>
<td>Points: ________</td>
<td>Points: ________</td>
<td>Points: ________</td>
<td>Points: ________</td>
</tr>
<tr>
<td>Connecting, Synthesizing, Transforming</td>
<td>Converts ideas into entirely new forms</td>
<td>Produces ideas into a coherent whole</td>
<td>Connects ideas in unusual ways</td>
<td>Employs existing connections</td>
</tr>
<tr>
<td><strong>Total Points:</strong></td>
<td>Points: ________</td>
<td>Points: ________</td>
<td>Points: ________</td>
<td>Points: ________</td>
</tr>
</tbody>
</table>

**GRADE:** ____________________________

Comments, including extent to which the aesthetic purpose was accomplished:

---

<table>
<thead>
<tr>
<th>Aesthetic Assessment Grade:</th>
<th>Teamwork Grade:</th>
<th>TOTAL GRADE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(05 points possible)</td>
<td>(16 points possible)</td>
<td>(101 points possible)</td>
</tr>
</tbody>
</table>
Appendix B

Team Member Name: ________________________________

Teamwork Rubric
AGRI 2399

Please evaluate your team member for each category, using the scale provided, and providing a score for each category. Use one form for each team member.

<table>
<thead>
<tr>
<th>Contribution</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points: ____</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>0-1</td>
</tr>
<tr>
<td>1</td>
<td>Constantly provides useful ideas; frequently serves as team leader; constantly contributes to efforts of team; very reliable</td>
<td>Frequently provides useful ideas; contributes strongly to team efforts; occasionally assumes leadership role; reliable</td>
<td>Occasionally provides useful ideas; only contributes to the degree required or when requested; somewhat unreliable</td>
<td>Rarely or never provides useful ideas; does not show initiative or desire to participate; lack of effort created challenges for completing activity</td>
</tr>
</tbody>
</table>

| Problem-Solving | 1  | 3  | 2  | 0-1 |
| Points: ____  | 4  | 3  | 2  | 0-1 |
| 1  | Actively seeks and suggests solutions for scenarios; able to think critically and outside-the-box | Refines solutions suggested by others; able to analyze proposals in objective manner | Does not offer suggestions or refinements but is willing to try suggested ideas | Very rarely or never assists in identifying solutions; is critical of others’ proposals without offering alternative |

| Attitude | 1  | 3  | 2  | 0-1 |
| Points: ____  | 4  | 3  | 2  | 0-1 |
| 1  | Never publicly criticizes project or work of others; always positive about task; willing to do what is best for the team | Rarely criticizes project or work of others in public; maintains positive attitude toward task | Occasionally publicly critical of project or others’ work; seldom positive about task and may show disdain; attitude hampered completion of task at least once | Frequently critical of task and work of others; is often negative about others on personal and/or professional basis; attitude had strong effect on success of task |

| Working with Others | 1  | 3  | 2  | 0-1 |
| Points: ____  | 4  | 3  | 2  | 0-1 |
| 1  | Almost always listens to and supports team members; encourages cooperation | Usually listens to and supports others; good team member; efforts encouraged others to perform assigned tasks | Creates some problems within team; listens to others but prefers “my way”; desired to work independently and not as a team | Showed no enthusiasm for collaboration; no concern for team members |

GRADE: ________________________________

Comments: ________________________________
Appendix C

Appraiser's Name: ____________________________________________

Designer's Name: ____________________________________________

Design Appraisal Rubric
AGRI 2399

Please score each category using the scale provided.

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition</td>
<td>9-10</td>
<td>6-8</td>
<td>3-5</td>
<td>0-2</td>
</tr>
<tr>
<td>Points: _______</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Movement</td>
<td>9-10</td>
<td>6-8</td>
<td>3-5</td>
<td>0-2</td>
</tr>
<tr>
<td>Points: _______</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Harmony</td>
<td>9-10</td>
<td>6-8</td>
<td>3-5</td>
<td>0-2</td>
</tr>
<tr>
<td>Points: _______</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Color</td>
<td>9-10</td>
<td>6-8</td>
<td>3-5</td>
<td>0-2</td>
</tr>
<tr>
<td>Points: _______</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpretation</td>
<td>9-10</td>
<td>6-8</td>
<td>3-5</td>
<td>0-2</td>
</tr>
<tr>
<td>Points: _______</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

GRADE: ________

Comments:
Appendix D

Common Final Exam Questions for AGRI 2399

Objective 1 Historical Periods

Identify as:

A. Egyptian Period   B. Greek Period   C. Roman Period
D. Byzantine Period   E. Renaissance Period  AB. Baroque and Dutch

___ 1. Flowers arranged so only blossoms visible.

___ 2. Flowers and fruits were placed in alternation patterns, regimented rows.


___ 4. White lily symbolic of chastity and fertility.

___ 5. Floral art was simplistic, repetitious, and highly stylized.

___ 6. Art became accessible to middle class.

___ 7. Arrangement characterized by elaborate ornamentation and curves.

1. Types of floral art that is considered a "way of life".

   a. Renaissance Design
   b. Japanese Design
   c. Traditional Design
   d. Victorian Design

2. Mature flowers, pods or dried leaves are used in Japanese designs to represent ____.

   a. future
   b. past
   c. present
   d. good fortune
   e. fertility
Objective 2  Effects of Color

1. _____ colors appear to be advancing towards you, appearing closer.
   a. Warm
   b. Cool
   c. Neutral
   d. Composite

2. Identify three components of the design that will elicit an emotional response.

3. Describe in detail the emotional response one might express with two of the components listed above.

4. _____ is the easiest color on the eye. It is calming and refreshing.
   a. White
   b. Yellow
   c. Green
   d. Blue

5. Identify five flowers and describe three symbolisms associated with each.

Objective 3  Elements and Principles of Floral Design

1. _____ refers to the physical surface qualities of the plant material or composition of the arrangement.
   a. Line
   b. Texture
   c. Form
   d. Space

2. Repetition and transition are ways to achieve _______.
   a. Composition
   b. Focal Point
   c. Harmony
   d. Unity

3. A design with pleasing _____ has continuity that creates a visual pathway.
   a. rhythm
   b. balance
   c. scale
   d. proportion
4. ____ refers to how the design components relate to each other.
   a. Composition
   b. Focal Point
   c. Harmony
   d. Unity

Identify as:
A. Line          B. Form          C. Mass          D. Filler

      5. Gives length, linear pattern
      6. Adds volume to the design
      7. Creates framework for the arrangement
      8. Focal point flowers

9. Form flowers are typically used to establish the ____ of the design.
   a. rhythm
   b. focal point
   c. shape
   d. harmony

10. Which flowers/foliage provides a pathway for the eyes to follow throughout the design, thereby creating motion?
    a. Form
    b. Line
    c. Proportional
    d. Textured