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: ARTS 1301

Texas Common Course Number (TCCN Matrix): ARTS 1301

Course Title: Introduction to the Visual Arts

Course Catalog Description (Copy and paste from online catalog for existing courses):

Existing description: This course will introduce the visual elements of art, their nature, functions and relationships in Painting, Sculpture and Architecture to the non-major. Prerequisite: None. (Non-Majors only). Credit 3.

Proposed description: This course presents a critical analysis of the world's cultural artifacts, both in fine arts and functional design. Through the process of synthesis and interpretation, students will be able to critically evaluate, contextualize and understand the great variety of human artifacts. Prerequisite: none (non-majors only) Credit 3.

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: 2

Estimated Enrollment per Section: 70

Course Level (freshman, sophomore): Freshman

Designated Contact Person (for follow-up communication purposes): Associate Professor Martin Amorous

E-Mail Address: Amorous@shsu.edu

Phone: 936 294-1378

Approvals

Department Chair: [Signature] 10-22-12

Submit completed, signed form to Core Curriculum Committee - Box 2478 or Fax 4-1271
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. The student will recognize the various styles of art and trends in design throughout human history through lectures, readings and group projects. Students will critically analyze and contextualize artifacts and locate those objects' positions in history and their relationship to the culture of origin. Students will be able to see and understand relationships between the art of our time, popular culture, functional objects, advertising, the art of the past and diverse cultures.

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 will be able to classify works of art by culture, style and time period.

How will the objective be addressed (including strategies and techniques)?
Students will learn through lectures, readings, films, class discussions, group activities and written assignments.

Describe how the objective will be assessed: Students will be directly assessed through tests involving image identification. Students will be asked to analyze images that were not included in the text or lectures and determine the culture the artifact came from and where it fits in the stream of history by critically analyzing its stylistic attributes.

Objective/SLO 2: Students will be able to recognize various traditional and contemporary media and understand the need and/or appropriateness of materials, methods and techniques.

How will the objective be addressed (including strategies and techniques)?
Students will learn through lectures, readings, films, class discussions, group activities, field-trips and research.

Describe how the objective will be assessed: Students will be directly assessed through tests involving image identification and essays. A successful essay will describe not only the materials and techniques used but also their relationship to the culture of origin.

Objective/SLO 3: Students will work as a group to curate and mount a virtual exhibition thematically related to a social issue.
How will the objective be addressed (including strategies and techniques)?
Students will break into groups that are responsible for identifying an important social issue and thematically illustrate that issue by curating an exhibit of artifacts in a virtual museum.

Describe how the objective will be assessed: Students will be directly assessed by an evaluation of the virtual exhibition. How well does the collection of artifacts address the issue? How appropriate are the choices to the theme? What are the implications of the objects in relation to each other? Students will be indirectly assessed by a team rating of how well they participated in the group.

Objective/SLO 4: Students will demonstrate their understanding of a culture's artifacts through a written assignment.

How will the objective be addressed (including strategies and techniques)?
Students will write a paper addressing the underlying concepts and concerns, context and motivations for a given culture's artifacts and compare those to a different culture or a different time period.

Describe how the objective will be assessed: Students will be directly assessed with a rubric designed to cover the important aspects of a culture's artifacts. What is it? Who made it? When was it made? Where is it now? How did they make it? and Why was it made?
Objective/SLO 5: NA

How will the objective be addressed (including strategies and techniques)? NA

Describe how the objective will be assessed: NA

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 be challenged to think critically; to analyze and synthesize course information, in order to answer exam questions and essays and participate in class discussions. In learning to recognize key stylistic attributes of various cultures and in applying that knowledge to more general design strategies, a student will be able to make informed evaluations of artifacts they might not have seen before. An example topic might be, "Discuss how the use of color has changed from Classic and Renaissance Art to Contemporary Art".

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 through writing in quizzes, exams and a research paper. An example essay might be, "Compare and contrast the stylistic attributes and aesthetic philosophies of the French Cubists and Italian Futurists". The students will communicate verbally in class discussions and within their group when curating the virtual museum. An example topic might be to discuss the concept of "Form Follows Function". Each group will need to agree on a current social issue to examine through the curation of an art exhibit using a collection of artifacts to "illustrate" and comment on that social issue.

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)? NA

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)? Small groups of students will be responsible for curating a virtual museum exhibition that deals with a social issue. Each student group will select an issue and a point of view regarding that issue. The group will choose images and objects appropriate to the theme. Each group will arrange an exhibit of artifacts so the interrelationships of the display communicate the point of view. Each virtual exhibit will be presented by the group to the rest of the class so everyone shares the experience.
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)?
NA

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)?
Students will explore how artists serve the culture in which they live and work in historical and contemporary time periods throughout the world. Students will learn how the role of an artist's social responsibility has changed over time and cross-culturally and will analyze those relationships and critically question their own ideas about the responsibilities of an artist in society. Students will synthesize this knowledge in evaluating their own position on the role of an artist in society.

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>
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<tbody>
<tr>
<td>Week 2</td>
<td>The Visual Language. Elements of Art, Stylistic Conventions. Quiz 1.</td>
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<tr>
<td>Week 3</td>
<td>Principles of Design. Unity/ Variety, Balance/ Harmony, Emphasis, Rhythm, Scale, Proportion, Quiz 2.</td>
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<tr>
<td>Week 4</td>
<td>Style, Form and Content. Quiz 3.</td>
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<tr>
<td>Week 5</td>
<td>Groups formed for virtual museum projects. 2-D Media Drawing, Painting, Printmaking, Photography, Test 1.</td>
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<tr>
<td>Week 6</td>
<td>Social issues are examined and selected for virtual project. 3-D Media Sculpture, Objects. Quiz 4.</td>
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<td>Week 7</td>
<td>Timebased Media, Film, Video, Animation, Interactive Media. Quiz 5.</td>
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<td>Week 8</td>
<td>Site Specific Art, Ephemera, Performance, Public Art. Quiz 6.</td>
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<tr>
<td>Week 9</td>
<td>Architecture and Utilitarian design. Quiz 7.</td>
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<td>Week 10</td>
<td>Pre-History- Classic period. Test 2.</td>
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<td>Week 11</td>
<td>Medieval, Renaissance. Quiz 8.</td>
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<td>Week 13</td>
<td>20th Century. Quiz 10.</td>
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<tr>
<td>Week 14</td>
<td>21st Century. Quiz 11</td>
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<tr>
<td>Week 15</td>
<td>Presentations of group virtual exhibits.</td>
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2. Attachments (Syllabus Required)

Syllabus Attached? ☑ Yes ☐ No
Other Attached?  ☐ Yes  ☒ No  If yes, specify:
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.)

 Required Skill Objectives

<table>
<thead>
<tr>
<th>Foundational Component Areas</th>
<th>Skill Objectives</th>
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<tr>
<td></td>
<td>Critical Thinking</td>
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<tr>
<td>Communication</td>
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<tr>
<td>Mathematics</td>
<td>✓</td>
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<td>Life and Physical Sciences</td>
<td>✓</td>
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<td>Language, Philosophy &amp; Culture</td>
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Submit completed, signed form to Core Curriculum Committee - Box 2478 or Fax 4-1271
Sam Houston State University
College of Fine Arts and Mass Communication
Department of Art

ARTS 1301, SECTION 01
INTRODUCTION TO THE VISUAL ARTS
3 Credit Hours
Fall Semester, 2013

Class Location: Art Complex, Bldg. E, Room 108
Class Meeting Times: MW 9:30-11:00am
Instructor: Mr. Martin Amoros
Office Location: Huntsville Campus, Art Complex, Bldg D, Room 101
Instructor Contact Information: (936) 294-1378
Office Hours: M, T, W, R 11:00-12:00
E-Mail: AMOROS@SHSU.EDU

COURSE DESCRIPTION
Existing Description: This course will introduce the visual elements of art, their nature, functions and relationships in Painting, Sculpture and Architecture to the non-major. Prerequisite: None. (Non-Majors only). Credit 3.

Proposed Description: This course presents a critical analysis of the world's cultural artifacts, both in Fine Arts and functional design. Through a process of synthesis and interpretation, students will critically evaluate, contextualize and understand the great variety of human artifacts. Prerequisite: None. (Non-Majors only).

LEARNING OUTCOMES
During this course, students will:

learn to classify works of art by culture, style and time period.

learn about the context and motivations of a culture's art.

be able to recognize traditional and contemporary media and understand materials, techniques and their relationship to the culture's artifacts.

curate a virtual exhibition and explore the relevance and social aspects of a cultures art.

write a research paper comparing various artifacts across cultures and time periods.

TEXT/RESOURCES

ATTENDANCE POLICY
Students are required to attend classes in order to receive project instructions, updates on the schedule and so they can observe each other's unique and personal approach to the subject matter. It is the student's responsibility to stay current with assignments. Students are to be prepared each day with the necessary materials for class and to complete assignments on time so that they can participate in class activities.
Reasons for excused absences that may be accepted are: illness/death in the immediate family, legal court action and some school functions.

(See Academic Policy Statement 800401).

Late arrivals to class and early departures are discouraged and will contribute to your absences. Absences DO lower your final grade by half a grade step.

**Grading Policy**

A= An outstanding work of art that satisfies the parameters of the assignment and is complete for the critique.
B= A very good solution to the project, complete at the time of the critique.
C= An average attempt to satisfy the requirements of the assignment.
D= Below average work that is incomplete or does not address the assignment in a meaningful way.
F= Failure to satisfy the assignment.

**Make-Up Policy**

Students are allowed to submit make-up work and/or re-worked pieces up to the last class day. (Make-up work cannot earn an ‘A’. An ‘A’ can only be earned by having an outstanding project in time for the critique).

**Tentative Course Outline**

Week 4. Style, Form and Content. Quiz 3.
Week 5. Groups formed for virtual museum projects. 2-D Media Drawing, Painting, Printmaking, Photography. Test 1.
Week 6. Social Issues are examined and selected for virtual project. 3-D MEDIA Sculpture, Objects. Quiz 4.
Week 7. Time-based Media, Film, Video, Animation, Interactive Media. Quiz 5.
Week 15. Presentations of group virtual exhibits.

**Academic Dishonesty**

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain 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. For a complete listing of the university policy, see: [http://www.shsu.edu/~slo_www/](http://www.shsu.edu/~slo_www/)
STUDENTS WITH DISABILITIES POLICY

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

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 I encourage you 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. For a complete listing of the university policy, see:

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY

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. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20....” A student whose absence 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). 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. For a complete listing of the university policy, see:

VISITORS IN THE CLASSROOM

Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar’s Office.

USE OF PHONE & TEXT MESSAGING IN THE CLASSROOM

(Possible text) Students will refrain from behavior in the classroom that intentionally or unintentionally disrupts the learning process and, thus impedes the mission of the university. Please turn off or mute your cellular phone and/or pager before class begins. Inappropriate behavior in the classroom shall result, minimally, in a directive to leave class or being reported to the Dean of Students for disciplinary action in accordance with university policy.

DEFACING UNIVERSITY PROPERTY

Do not paint on concrete, asphalt, trees, sides of buildings, etc. When using any kind of paint use a drop cloth or tarp to protect the surface from overspray. Defacing university property is prohibited by university policy. Students will be held responsible for the cost of damages to the facilities.