

# General Education Review Request

## AREA I - HUMANITIES

Course Number & Title: Art 4A Introduction to Drawing or Drawing 1

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### Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
- B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
- B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

### Depth Criteria for Area I - Humanities:

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from **two or more** of the following - history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement **must** help students:

- H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
- H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
- H3. Develop appreciation for what is significant about human life and its creations;
- H4. Make reasoned judgments that reflect ethical and aesthetic human values;
- H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses **must** identify how they will help students achieve **at least two** of the following learning outcomes:

- H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
- H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
- H8. Recognition of the variety of valid interpretations of artistic expression;
- H9. Appreciation of our common humanity within the context of diverse cultures;
- H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

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Course Number & Title: Art 4A Drawing 1 or Introduction to Drawing

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Please map each appropriate **Course Outcome/Objective** from the **Course Outline of Record** to the appropriate depth and breadth criteria.

**Depth Map: Must include the following:**

**H1.** Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;

**Matching course objective(s):**

**From: Expected Outcomes (Section 2)**

- A. Identify and effectively use form in symbolic and expressive drawing.
- C. Demonstrate increased visual awareness by means of improved drawings, and oral or written comments concerning works of visual art.
- D. Identify and discuss personal and cultural differences shown in drawings.

**Matching course objective(s):**

**From: Expanded (Section 4)**

B. Art projects that cannot be precisely defined or measured offer a wide latitude of interpretation. Some assignments may be concerned with the ordering of perceptual information, while others encourage students to reflect on their personal experience including their cultural heritage. The student will bring these perspectives into the online classroom. Major works by historical and contemporary artists representing broad cultural and personal diversity will be used to illustrate concepts and attitudes engendered in the coursework, the visual arts, performing arts, the humanities, and social conditions from which they emerge.

**H2.** Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;

**Matching course objective(s):**

**From: Expected Outcomes (Section 2)**

- A. Identify and effectively use form in symbolic and expressive drawing.
- C. Demonstrate increased visual awareness by means of improved drawings, and oral or written comments concerning works of visual art.
- D. Identify and discuss personal and cultural differences shown in drawings.

**Matching course objective(s):**

**From: Method of Evaluation (Section 6)**

- B. Demonstration of involvement and understanding of the course material through self-critiques written by the student about projects and assignments.
- C. Verbal participation during discussion and class critiques demonstrating knowledge of and ability to use terminology.
- E. Originality and appropriateness of composition to meaning.

**Matching course objective(s):**

**From: Examples of Required Reading and Writing Assignments(Section 12)**

- A. Weekly reading assignments from text and outside sources.
- B. Gallery or museum reports
- C. Reading of web pages on selected topics.

**H3.** Develop appreciation for what is significant about human life and its creations;

**Matching course objective(s):**

**From: Examples of Required Reading and Writing Assignments(Section 12)**

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- A. Weekly reading assignments from text and outside sources.
- B. Gallery or museum reports
- C. Reading of web pages on selected topics.

**Matching course objective(s):**

**From: Expected Outcomes (Section 2)**

- D. Identify and discuss personal and cultural differences shown in drawings.
- A. Identify and effectively use form in symbolic and expressive drawing.
- C. Demonstrate increased visual awareness by means of improved drawings, and oral or written comments concerning works of visual art.

**Matching course objective(s):**

**From: Method of Evaluation (Section 6)**

- B. Demonstration of involvement and understanding of the course material through self-critiques written by the student about projects and assignments.
- C. Verbal participation during discussion and class critiques demonstrating knowledge of and ability to use terminology.
- E. Originality and appropriateness of composition to meaning.

**H4. Make reasoned judgments that reflect ethical and aesthetic human values;**

**Matching course objective(s):**

**From: Expected Outcomes (Section 2)**

- C. Demonstrate increased visual awareness by means of improved drawings, and oral or written comments concerning works of visual art.
- D. Identify and discuss personal and cultural differences shown in drawings.
- A. Identify and effectively use form in symbolic and expressive drawing.
- B. Identify and effectively use form in representational drawing.

**Matching course objective(s):**

**From: Expanded (Section 4)**

- A. Practice with charcoal or other black and white media to become proficient in developing forms and organizing them to reflect the concept or the mood the artist wishes to convey:
  - 6. Rendering complex natural forms.
    - Using simple forms to construct more complex forms.
    - Observation of rhythm, texture, surface undulation as aids in rendering complex forms.
    - Personal interpretation of observed forms.
  - 2. Organizing the surface:
    - Experimental drawing using whole sheet of paper.
    - Placement of values, shapes, textures, lines to achieve balance, interest, cohesion.
    - Correct proportion through measurement of observed sizes of forms.
    - Parallel perspective and linear perspective.
    - Varying space and scale to create compositional or emotional emphasis.

**Matching course objective(s):**

**From: Expanded (Section 4)**

- B. Art projects that cannot be precisely defined or measured offer a wide latitude of interpretation. Some assignments may be concerned with the ordering of perceptual information, while others encourage students to reflect on their personal experience including their cultural heritage. The student will bring these perspectives into the online classroom. Major works by historical and contemporary artists representing broad cultural and personal diversity will be used to illustrate concepts and attitudes

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engendered in the coursework, the visual arts, performing arts, the humanities, and social conditions from which they emerge.

**H5.** Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

**Matching course objective(s):**

**From: Expected Outcomes (Section 2)**

C. Demonstrate increased visual awareness by means of improved drawings, and oral or written comments concerning works of visual art.

D. Identify and discuss personal and cultural differences shown in drawings.

**Matching course objective(s):**

**From: Method of Evaluation (Section 6)**

B. Demonstration of involvement and understanding of the course material through self-critiques written by the student about projects and assignments.

C. Verbal participation during discussion and class critiques demonstrating knowledge of and ability to use terminology.

D. Written responses about images, methods, techniques as assigned via the internet or in class.

**Matching course objective(s):**

**From: Lab Content (Section 10)**

A. Sketchbook notations, preparatory sketches, application of line, shape, tonal principles, practice using charcoal, pencil, pen and other tools as needed.

C. Learning steps involved from preparatory through finishing details and final presentation of art works.

**Matching course objective(s):**

**From: Examples of Required Reading and Writing Assignments(Section 12)**

A. Weekly reading assignments from text and outside sources.

E. Written self-critique and written reflections.

**Depth Map: Additionally, must include at least two of the following:**

**H6.** Understanding of the ambiguities, vagaries, and value inherent in human language;

**Matching course objective(s):**

**From: Expanded (Section 4)**

B. Art projects that cannot be precisely defined or measured offer a wide latitude of interpretation. Some assignments may be concerned with the ordering of perceptual information, while others encourage students to reflect on their personal experience including their cultural heritage. The student will bring these perspectives into the online classroom. Major works by historical and contemporary artists representing broad cultural and personal diversity will be used to illustrate concepts and attitudes engendered in the coursework, the visual arts, performing arts, the humanities, and social conditions from which they emerge.

**Matching course objective(s):**

**From: Expected Outcomes (Section 2)**

C. Demonstrate increased visual awareness by means of improved drawings, and oral or written comments concerning works of visual art.

**H7.** Appreciation of nonverbal communication to be found in the visual and performing arts;

**Matching course objective(s):**

**From: Expected Outcomes (Section 2)**

A. Identify and effectively use form in symbolic and expressive drawing.

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B. Identify and effectively use form in representational drawing.

**Matching course objective(s):**

**From: Expanded (Section 4)**

A. Practice with charcoal or other black and white media to become proficient in developing forms and organizing them to reflect the concept or the mood the artist wishes to convey:

1. Introduction to course materials:
  - Achieving multiple tonal values.
  - Use of erasers as drawing tools.
  - Achieving multiple line qualities.
2. Organizing the surface:
  - Experimental drawing using whole sheet of paper.
  - Placement of values, shapes, textures, lines to achieve balance, interest, cohesion.
3. Delineating Simple Forms:
  - Planes and combinations of planes as observed in the environment.
  - Circles, cylinders, spheres.
  - Effect of different viewing positions on appearance of forms.
4. Depicting colors, shades and cast shadows:
  - Simple forms under strong directional light.
  - Dark and light colored surfaces in direct light and in cast shadow.
5. Proportion, space and scale:
  - Correct proportion through measurement of observed sizes of forms.
  - Parallel perspective and linear perspective.
  - Varying space and scale to create compositional or emotional emphasis.
6. Rendering complex natural forms.
  - Using simple forms to construct more complex forms.
  - Observation of rhythm, texture, surface undulation as aids in rendering complex forms.
  - Personal interpretation of observed forms.
7. Drawing from imagination or memory.
8. Drawing as a reflection or expression of the times and conditions during which it is produce

**H8.** Recognition of the variety of valid interpretations of artistic expression;

**Matching course objective(s):**

**From: Expanded (Section 4)**

B. Art projects that cannot be precisely defined or measured offer a wide latitude of interpretation.

Some assignments may be concerned with the ordering of perceptual information, while others encourage students to reflect on their personal experience including their cultural heritage. The student will bring these perspectives into the online classroom. Major works by historical and contemporary artists representing broad cultural and personal diversity will be used to illustrate concepts and attitudes engendered in the coursework, the visual arts, performing arts, the humanities, and social conditions from which they emerge.

**Matching course objective(s):**

**From: Method of Evaluation (Section 6)**

C. Verbal participation during discussion and class critiques demonstrating knowledge of and ability to use terminology.

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D. Written responses about images, methods, techniques as assigned via the internet or in class.

**Matching course objective(s):**

**From: Examples of Required Reading and Writing Assignments(Section 12)**

A. Weekly reading assignments from text and outside sources.

B. Gallery or museum reports

C. Reading of web pages on selected topics.

D. When taught online these methods may take the form of video, audio, animation and web page presentations. Written assignments may be submitted online as well.

E. Written self-critique and written reflections.

**H9. Appreciation of our common humanity within the context of diverse cultures;**

**Matching course objective(s):**

**From: Expected Outcomes (Section 2)**

D. Identify and discuss personal and cultural differences shown in drawings.

A. Identify and effectively use form in symbolic and expressive drawing.

C. Demonstrate increased visual awareness by means of improved drawings, and oral or written comments concerning works of visual art.

**Matching course objective(s):**

**From: Expanded (Section 4)**

B. Art projects that cannot be precisely defined or measured offer a wide latitude of interpretation.

Some assignments may be concerned with the ordering of perceptual information, while others encourage students to reflect on their personal experience including their cultural heritage. The student will bring these perspectives into the online classroom. Major works by historical and contemporary artists representing broad cultural and personal diversity will be used to illustrate concepts and attitudes engendered in the coursework, the visual arts, performing arts, the humanities, and social conditions from which they emerge.

**Matching course objective(s):**

**From: Examples of Required Reading and Writing Assignments(Section 12)**

A. Weekly reading assignments from text and outside sources.

B. Gallery or museum reports

C. Reading of web pages on selected topics.

**H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.**

**Matching course objective(s):**

**From: Lab Content (Section 10)**

A. Sketchbook notations, preparatory sketches, application of line, shape, tonal principles, practice using charcoal, pencil, pen and other tools as needed.

B. Study of proportion, sizing, perspective and other beginning methods.

C. Learning steps involved from preparatory through finishing details and final presentation of art works.

**Matching course objective(s):**

**From: Method of Evaluation (Section 6)**

B. Demonstration of involvement and understanding of the course material through self-critiques written by the student about projects and assignments.

C. Verbal participation during discussion and class critiques demonstrating knowledge of and ability to use terminology.

D. Written responses about images, methods, techniques as assigned via the internet or in class.

E. Originality and appropriateness of composition to meaning.

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**Matching course objective(s):**

**From: Expected Outcomes (Section 2)**

- A. Identify and effectively use form in symbolic and expressive drawing.
- B. Identify and effectively use form in representational drawing.
- C. Demonstrate increased visual awareness by means of improved drawings, and oral or written comments concerning works of visual art.
- D. Identify and discuss personal and cultural differences shown in drawings.

**Breadth Mapping: please indicate all that apply (if applicable)**

**B1.** Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)

**Matching course objective(s):**

**From: Lab Content (Section 10)**

- A. Sketchbook notations, preparatory sketches, application of line, shape, tonal principles, practice using charcoal, pencil, pen and other tools as needed.
- B. Study of proportion, sizing, perspective and other beginning methods.
- C. Learning steps involved from preparatory through finishing details and final presentation of art works.

**Matching course objective(s):**

**From: Examples of Required Reading and Writing Assignments(Section 12)**

- A. Weekly reading assignments from text and outside sources.
- B. Gallery or museum reports
- C. Reading of web pages on selected topics.
- D. When taught online these methods may take the form of video, audio, animation and web page presentations. Written assignments may be submitted online as well.
- E. Written self-critique and written reflections.

**Matching course objective(s):**

**From: Method of Evaluation (Section 6)**

- B. Demonstration of involvement and understanding of the course material through self-critiques written by the student about projects and assignments.
- C. Verbal participation during discussion and class critiques demonstrating knowledge of and ability to use terminology.
- D. Written responses about images, methods, techniques as assigned via the internet or in class.
- F. Portfolio of drawings completed during the course and submitted at requested intervals and at the end of each quarter

**B2.** Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

**Matching course objective(s):**

**From: Expected Outcomes (Section 2)**

- B. Identify and effectively use form in representational drawing.
- C. Demonstrate increased visual awareness by means of improved drawings, and oral or written comments concerning works of visual art.

**Matching course objective(s):**

**From: Expanded (Section 4)**

- A. Practice with charcoal or other black and white media to become proficient in developing forms and organizing them to reflect the concept or the mood the artist wishes to convey:

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- 5. Proportion, space and scale:
  - Correct proportion through measurement of observed sizes of forms.
  - Parallel perspective and linear perspective.
  - Varying space and scale to create compositional or emotional emphasis.
- 6. Rendering complex natural forms.
  - Using simple forms to construct more complex forms.
  - Observation of rhythm, texture, surface undulation as aids in rendering complex forms.
  - Personal interpretation of observed forms.
- 3. Delineating Simple Forms:
  - Planes and combinations of planes as observed in the environment.
  - Circles, cylinders, spheres.
  - Effect of different viewing positions on appearance of forms.

**Matching course objective(s):**

**From: Lab Content (Section 10)**

- A. Sketchbook notations, preparatory sketches, application of line, shape, tonal principles, practice using charcoal, pencil, pen and other tools as needed.
- B. Study of proportion, sizing, perspective and other beginning methods.

**B3.** Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

**Matching course objective(s):**

**From: Lab Content (Section 10)**

- A. Sketchbook notations, preparatory sketches, application of line, shape, tonal principles, practice using charcoal, pencil, pen and other tools as needed.
- C. Learning steps involved from preparatory through finishing details and final presentation of art works.

**Matching course objective(s):**

**From: Examples of Required Reading and Writing Assignments(Section 12)**

- A. Weekly reading assignments from text and outside sources.
- E. Written self-critique and written reflections.

**Matching course objective(s):**

**From: Method of Evaluation (Section 6)**

- B. Demonstration of involvement and understanding of the course material through self-critiques written by the student about projects and assignments.
- C. Verbal participation during discussion and class critiques demonstrating knowledge of and ability to use terminology.
- D. Written responses about images, methods, techniques as assigned via the internet or in class.
- E. Originality and appropriateness of composition to meaning.

**Matching course objective(s):**

**From: Expected Outcomes (Section 2)**

- C. Demonstrate increased visual awareness by means of improved drawings, and oral or written comments concerning works of visual art.
- A. Identify and effectively use form in symbolic and expressive drawing.
- B. Identify and effectively use form in representational drawing.

**B4.** Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

**Matching course objective(s):**



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**Matching course objective(s):**

**From: Examples of Required Reading and Writing Assignments(Section 12)**

A. Weekly reading assignments from text and outside sources.

B. Gallery or museum reports

C. Reading of web pages on selected topics.

**Matching course objective(s):**

**From: Expected Outcomes (Section 2)**

C. Demonstrate increased visual awareness by means of improved drawings, and oral or written comments concerning works of visual art.

**Matching course objective(s):**

**From: Expanded (Section 4)**

B. Art projects that cannot be precisely defined or measured offer a wide latitude of interpretation. Some assignments may be concerned with the ordering of perceptual information, while others encourage students to reflect on their personal experience including their cultural heritage. The student will bring these perspectives into the online classroom. Major works by historical and contemporary artists representing broad cultural and personal diversity will be used to illustrate concepts and attitudes engendered in the coursework, the visual arts, performing arts, the humanities, and social conditions from which they emerge.

**B5.** Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

**Matching course objective(s):**

**From: Method of Evaluation (Section 6)**

D. Written responses about images, methods, techniques as assigned via the internet or in class.

F. Portfolio of drawings completed during the course and submitted at requested intervals and at the end of each quarter

**Matching course objective(s):**

**From: Examples of Required Reading and Writing Assignments(Section 12)**

C. Reading of web pages on selected topics.

D. When taught online these methods may take the form of video, audio, animation and web page presentations. Written assignments may be submitted online as well.

**From: Texts (Section 7)**

B. When taught via Foothill Global Access: supplemental lectures, handouts, tests, and assignments delivered via Email and/or Internet; feedback on tests and assignments delivered via Email and/or Internet; class discussion may be delivered in chat rooms, list-serves, and newsgroups.

Requesting Faculty: Hilary Ciment

Date: Nov 30<sup>th</sup> 2009

Division Curr Rep: Simon Pennington

Date: Dec 26, 2009

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**REVIEW COMMITTEE USE ONLY:**

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Review Committee Members:

Joe Ragey, Sam Connell, Bernie Day

Comments:

The committee has reviewed and approved the above curriculum for HUMANITIES GENERAL EDUCATION.

Approved: X\_\_\_\_\_ Denied:\_\_\_\_\_ CCC Co-Chair Signature: Joe Ragey\_\_\_\_\_ Date: 2/8/11\_\_\_\_\_