

# General Education Review Request

## AREA I - HUMANITIES

Course Number & Title: Art 4AX Studio Art Seminar: Drawing

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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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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. Examine and identify the elements and principles of design in a drawing.
- B. Read the artist intentions
- C. Answer or respond to another class in a class discussion.
- D. Validate or value various cultural and historical styles.
- E. Name drawing technical terminology in both written and verbal presentations.
- F. Compile the many layers of an art piece. For example, the expressive qualities, artist intention, description, content, subject matter and context, and formal analysis are examples of synthesis.

**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. Examine and identify the elements and principles of design in a drawing.
- B. Read the artist intentions
- D. Validate or value various cultural and historical styles.
- G. Classify the consistent drawing themes
- H. Develop a personal point of view analyzing a drawing.

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

**Matching course objective(s):**

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

- D. Validate or value various cultural and historical styles.
- F. Compile the many layers of an art piece. For example, the expressive qualities, artist intention, description, content, subject matter and context, and formal analysis are examples of synthesis.
- A. Examine and identify the elements and principles of design in a drawing.
- B. Read the artist intentions

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

**Matching course objective(s):**

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

- E. Name drawing technical terminology in both written and verbal presentations.
- A. Examine and identify the elements and principles of design in a drawing.
- B. Read the artist intentions
- C. Answer or respond to another class in a class discussion.
- D. Validate or value various cultural and historical styles.

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F. Compile the many layers of an art piece. For example, the expressive qualities, artist intention, description, content, subject matter and context, and formal analysis are examples of synthesis.  
H. Develop a personal point of view analyzing a drawing.

**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)**

F. Compile the many layers of an art piece. For example, the expressive qualities, artist intention, description, content, subject matter and context, and formal analysis are examples of synthesis.

H. Develop a personal point of view analyzing a drawing.

A. Examine and identify the elements and principles of design in a drawing.

D. Validate or value various cultural and historical styles.

E. Name drawing technical terminology in both written and verbal presentations.

G. Classify the consistent drawing themes

**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: Expected Outcomes (Section 2)**

D. Validate or value various cultural and historical styles.

B. Read the artist intentions

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

**Matching course objective(s):**

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

F. Compile the many layers of an art piece. For example, the expressive qualities, artist intention, description, content, subject matter and context, and formal analysis are examples of synthesis.

H. Develop a personal point of view analyzing a drawing.

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

**Matching course objective(s):**

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

F. Compile the many layers of an art piece. For example, the expressive qualities, artist intention, description, content, subject matter and context, and formal analysis are examples of synthesis.

B. Read the artist intentions

D. Validate or value various cultural and historical styles.

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

**Matching course objective(s):**

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

D. Validate or value various cultural and historical styles.

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B. Read the artist intentions	
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**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: Expected Outcomes (Section 2)**

G. Classify the consistent drawing themes

F. Compile the many layers of an art piece. For example, the expressive qualities, artist intention, description, content, subject matter and context, and formal analysis are examples of synthesis.

H. Develop a personal point of view analyzing a drawing.

A. Examine and identify the elements and principles of design in a drawing.

C. Answer or respond to another class in a class discussion.

**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: Expanded (Section 4)**

B. Write critiques of observed works of art viewed, as well as their own work, demonstrating critical judgment and answering such questions as:

1. What aesthetic values are expressed?

2. How is the work like others from its same period and social setting

3. How does it differ?

4. What were the artist's intentions?

5. How does the work appeal on non-aesthetic levels, such as technical or intellectual?

6. What is Art Media, Color, Space, Subject Matter, Content, Line and Style, Context?

**Matching course objective(s):**

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

A. Research papers or questions

B. Small written critiques

C. Gallery or online report

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

**Matching course objective(s):**

**From: Expanded (Section 4)**

B. Write critiques of observed works of art viewed, as well as their own work, demonstrating critical judgment and answering such questions as:

6. What is Art Media, Color, Space, Subject Matter, Content, Line and Style, Context?

**Matching course objective(s):**

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

A. Research papers or questions

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

**Matching course objective(s):**

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

H. Develop a personal point of view analyzing a drawing.

F. Compile the many layers of an art piece. For example, the expressive qualities, artist intention, description, content, subject matter and context, and formal analysis are examples of synthesis.

G. Classify the consistent drawing themes

A. Examine and identify the elements and principles of design in a drawing.

**Matching course objective(s):**

**From: Expanded (Section 4)**

B. Write critiques of observed works of art viewed, as well as their own work, demonstrating critical judgment and answering such questions as:

1. What aesthetic values are expressed?
2. How is the work like others from its same period and social setting
3. How does it differ?
4. What were the artist's intentions?

**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):**

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

D. Examinations on focus artist, period, Art Media, Color, Space, Subject Matter, Content, Line and Style, Context

**Matching course objective(s):**

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

B. Read the artist intentions

D. Validate or value various cultural and historical styles.

A. Examine and identify the elements and principles of design in a drawing.

F. Compile the many layers of an art piece. For example, the expressive qualities, artist intention, description, content, subject matter and context, and formal analysis are examples of synthesis.

**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 Instruction (Section 9)**

Electronic discussions/chat

**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

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Internet; class discussion may be delivered in chat rooms, list-serves, and newsgroups.

**6. Methods of Evaluation**

C. Gallery or online report

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:**

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