

**LAREDO COMMUNITY COLLEGE
GENERAL COURSE SYLLABUS
Fall 2015**

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| INSTRUCTOR: | Alvaro Perez |
| DEPARTMENT: | Visual Arts |
| PHONE NUMBER/EXTENSION: | 721-5224 ext. 5945 |
| E-MAIL ADDRESS: | alvaro.perez@laredo.edu |
| CAMPUS/OFFICE LOCATION: OFFICE HOURS: | Main campus: P-39 #104 By Appointment |
| COURSE TITLE: | Drawing 2 |
| COURSE NUMBER: | ARTS 1317 |
| COURSE LEVEL: | Freshman |
| CONTACT HOURS (RANGE FOR STATE INFORMATION): | 3 Credit hours 96 Contact hours |
| LAB: | This class is a Lecture/Lab combination |
| TEXTBOOKS/MATERIALS: | <p>1. Required: <u>Drawing Essentials: A Guide to Drawing from Observation</u>, by Deborah Rockman, Oxford University Press ISBN: 978-0-19-975894-4</p> <p>2. Additional supply list to be provided</p> |
| CORE or NON-CORE Course: | Non-Core |
| COURSE TYPE: | Face-to-Face: A course in which all instruction occurs when the student(s) and instructor(s) are in the same place at the same time. |
| COURSE DESCRIPTION: | A studio course exploring drawing with continued emphasis on descriptive, expressive and conceptual approaches. Students will further develop the ability to see and interpret a variety of subjects while using diverse materials and techniques. Course work will facilitate a dialogue in which students will employ critical analysis to broaden their understanding of drawing as a discipline. |
| END-OF-COURSE OUTCOMES: | <p><u>ACGM Specific Course Learning Outcomes</u> Upon successful completion of this course, students will:</p> <ol style="list-style-type: none"> 1. Describe visual subjects through the use of accurate and sensitive observation. 2. Generate drawings which demonstrate descriptive, expressive, and conceptual approaches with an increased focus on individual expression. 3. Utilize varied materials and techniques, including color media, with informed aesthetic and conceptual strategies. 4. Demonstrate an appropriate level of professional practice, including safety, craft and presentation. 5. Analyze and critique drawings verbally and/or in writing. 6. Relate their drawings to historical and contemporary developments in the field. |
| GENERAL EDUCATION COMPETENCIES: | <p>Laredo Community College has identified six core objectives. They are:</p> <ol style="list-style-type: none"> 1. <u>Communication:</u> Laredo Community College students develop and express ideas through effective written, oral, or visual communication for various academic and professional contexts. |

2. **Critical Thinking:** Laredo Community College students demonstrate the ability to design, analyze, synthesize and/or evaluate information to achieve a desired goal.
 3. **Empirical and Quantitative Skills:** Laredo Community College students apply scientific and mathematical concepts to analyze and solve problems.
 4. **Teamwork:** Laredo Community College students consider different points of view and work effectively with others to support a shared purpose or goal.
 5. **Personal Responsibility:** Laredo Community College students connect choices, actions, and consequences to ethical decision-making.
 6. **Social Responsibility:** Laredo Community College students demonstrate intercultural competency, civic knowledge, and the ability to engage effectively in regional, national, and/or global communities.
- Disclaimer:** General Education competencies will apply only to Core Curriculum courses.

THECB CORE /General Education Learning Outcomes

Upon successful completion of this course, students will:

1. Demonstrate advancement in creative/critical thinking and problem solving through the analysis of visual art work.
2. Identify and define visual and verbal vocabulary through class projects, artwork critiques and presentations.
3. Create effective design that successfully communicates visually through the use of the elements and principles of design.
4. Demonstrate a knowledge and appreciation for the visual arts and art history through written, visual and verbal communication.
5. Employ teamwork skills and responsibilities through group collaborations
6. Demonstrate awareness of the relationship and role of the visual arts in social responsibility.
7. Develop individual concepts based on themes on social responsibility.

Visual Arts Methodologies for aligning to the THECB CORE and General Education Competencies:

Critical Thinking:

For this competency, the student or student groups will explore an assigned topic that analyzes and interprets the role of artistic expression within a global context. Students will create a visual art project, presentation and/or formal essay that communicates an understanding of drawing practices and visual aesthetics in relation to history, appreciation, social justice and ecology. With these assessments, students will engage in problem solving through creative thinking, innovation, inquiry, analysis synthesis and evaluation.

Communication:

For this competency, student groups will communicate the role of artistic expression within a global context through a project, oral presentation and/or formal essay that effectively conveys an understanding of visual language that addresses topics that include but are not limited to: drawing practices in relation to visual aesthetics, history, appreciation, social justice and ecology.

With these assessments, students will engage in a visual arts dialogue that interprets ideas utilizing formal, contextual and expressive methods.

Teamwork:

For this competency, students will work collectively towards a cohesive visual art project, presentation and/or formal essay. Each team member is

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| | <p>responsible for researching and gathering material, analyzing material, and creatively contributing to the creation of a completed end product that communicates an understanding of drawing practices in relation to visual aesthetics, history, appreciation, social justice and ecology. This activity encourages the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.</p> <p>Social Responsibility:</p> <p>For this competency, the student or student groups will explore an assigned topic that analyzes and interprets the role of artistic expression within a global and social context. Students will create a visual art project, presentation and/or formal essay that communicate an understanding of drawing practice and visual aesthetics in relation to history, appreciation, social justice, citizenship, cultural diversity and ecology.</p> |
| <p>QUALITY ENHANCEMENT PLAN (QEP)</p> <p>Reading: Gateway to Learning</p> | <p>The QEP is a long-term institutional commitment designed to improve student learning. The improvement of reading and reading comprehension was selected by the students, faculty, staff, and administration of LCC as the focus of our QEP. The diverse reading materials assigned in this course should help you to improve your basic reading and reading comprehension skills necessary to succeed in college.</p> |
| SCANS COMPETENCIES: | Refer to attachment. |
| SCANS ASSESSMENT: | Results of drawing projects, assignments, homework and participation in lectures, demonstrations and projects. |
| TEACHING STRATEGIES/METHODS OF INSTRUCTION: | <p>Instructor will conduct interactive lectures, moderate discussions, present technical demonstrations, and utilize appropriate technology.</p> <p>Student and student groups will communicate, analyze and interpret the role of visual artistic expression within a global context through a project, oral presentation and/or formal essay that effectively conveys an understanding of visual language that addresses topics that include but are not limited to: drawing practices in relation to visual aesthetics, history, appreciation, social justice and ecology.</p> |
| OUTCOMES ASSESSMENT: | <p>Student achievement will be based on the course learning outcomes and the THECB CORE /General Education learning outcomes and evaluated through assessments that include but are not limited to student and group projects, oral presentations and/or formal essays, exams, quizzes, participation in class discussions, gallery assignments, homework assignments, and a final project/exam.</p> <p>With these assessments, students will engage in a visual arts dialogue that interprets concepts utilizing formal, contextual, conceptual and expressive methods. Critical thinking, communication, teamwork and an understanding of social responsibility is essential.</p> |
| EXTERNAL ASSESSMENTS: | <p>Students enrolled in this course may be randomly selected to participate in external assessments to determine educational gains. You may be asked to provide assignments which may be included in course portfolios and used for evaluation of General Education Competencies. In addition, you may be selected to participate in the completion of surveys and/or be selected to take tests which will gauge your overall improvement in reading, writing, critical thinking, and mathematics. These activities are designed to collectively monitor your overall progress as a higher education student.</p> |
| METHODS AND CRITERIA FOR EVALUATION: | <p>Student performance will be evaluated based upon the individual perceptual, artistic and technical development during the course of the semester. In addition to the evaluation of the artistic and creative aspects of work, <u>no less than one-half</u> of the student's overall semester grade will be based on assignments and activities that focus on the appreciation and analysis of art including theory, criticism, aesthetics, design foundations, and the</p> |

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| | <p>interpretation of art and history. Student grades will be determined by the evaluation of work completed in and outside of class.</p> <p>Project Assignments-80% Gallery Assignments-10% Final Exam-10%</p> |
| <p>GRADING SCALE:</p> | <p>A Excellent, 100-90% B Good, 89-80% C Average, 79-70% D Poor, 69-60% F Fail, 59% or below F_ Failure, Non-Participatory I Incomplete W Withdrawal NC No Credit NC_ No Credit, Non-Participatory NC_DV .. No Credit, Developmental NCDV ... No Credit, Developmental, Non-Participatory P Pass NP No Pass AU Audit</p> <p>Students must access the Semester Progress Report and Final Grades through PASPort (http://passport.laredo.edu).</p> <p>Instructors will notify students of the window of availability for grades.</p> |
| <p>ATTENDANCE REGULATIONS:</p> <p>Office of the Registrar</p> <ul style="list-style-type: none"> • Fort McIntosh Campus – Lerma Pena Building Room 160 or call (956) 721-5887 • South Campus – Billy Hall Student Center Room 113 or call (956) 794-4109 <p>Enrollment and Registration Services Center</p> <ul style="list-style-type: none"> • Fort McIntosh Campus – Lerma Pena Building Room 116 or call (956) 721-5109 or 5421 • South Campus – Billy Hall Student Center Room 113 or call (956) 794-4109 <p>Financial Aid Center</p> <ul style="list-style-type: none"> • Fort McIntosh Campus – Lerma Pena Building Room 143 or call (956) 721-5361. • South Campus – Billy Hall Student Center Room 123 or call (956) 794-4361. <p>Health Services Center</p> <ul style="list-style-type: none"> • Fort McIntosh Campus – Kazen College Center Room 132 or call (956) 721-5189. • South Campus – Billy Hall Student Center Room 208 or call (956) 794-4189. | <p>Attendance records will be kept for the first twelve (12) days during the Fall Semester and the Spring Semester, for the first two (2) class days during the Maymester, and for the first four (4) class days during the Summer Sessions.</p> <p>Students enrolled in a Face-to-Face course or a Hybrid/Blended course will need to physically show up to class within the first twelve (12) class days of the Fall or Spring Semester, within the first two (2) class days of the Maymester or within the first four (4) class days of a Summer Session to remain officially enrolled in the course beyond the census date.</p> <p>Students enrolled in a Fully Distance Education course will need to log in within the first twelve (12) days of the Fall or Spring Semester, within the first two (2) class days of the Maymester or within the first four (4) class days of a Summer Session to remain officially enrolled in the course beyond the census date.</p> <p>Students will be withdrawn administratively from the course should they fail to abide by this rule. Once the official census date for the semester or session has passed, no formal attendance will be required except for programs where the respective accreditation agency requires attendance records.</p> <p>Students who do not intend to remain enrolled after attending at least one class day must initiate a drop request from any or all classes by submitting a drop slip to the Enrollment and Registration Services Center or through PASPort. Responsibility for class attendance rests with the student. Regular and punctual attendance is expected.</p> <p>It is advised that a student contact Financial Aid Center at either campus prior to dropping a course.</p> <p>Absence From Final Examinations: A student who is absent from a final examination receives a grade of "0" for the examination and a grade of "F" or "F_ ", as applicable, for the</p> |

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| | <p>course. Any students authorized to be absent from a final examination receive a grade of “I” on their transcript until they take the final examination. Such students must take the final exam within four months. Final exams cannot be re-taken. The instructor will submit a Grade Change Form to change the previously submitted incomplete grade to an “F” if the student does not meet the 4 month deadline.</p> <p>Other Policies (LCC and State-Wide):</p> <p>A. 3-peat—If a student signs up for a class for a third time, even if he/she dropped or failed it before, the State will not provide funding for that student and the student will be required to pay an additional fee.</p> <p>B. 6 W’s—Beginning Fall 2007, students cannot drop more than 6 classes throughout their college career. Any subsequent drops will become F’s. The rule includes credits earned at all Texas colleges/universities, and W’s will carry over when transferring to other institutions. It is the responsibility of the student to verify with the Office of the Registrar the impact dropping courses will have on the Six Course Drop Rule.</p> <p>C. Finishing on time—The State expects students to graduate on time. Students that exceed 150% of their academic program requirements are no longer eligible for student financial aid. It is the responsibility of the student to verify their Satisfactory Academic Progress (SAP) with the Office of Student Financial Aid each semester.</p> <p>D. Bacterial Meningitis Vaccination Requirement effective Spring 2012; update effective October 1, 2013.</p> <ul style="list-style-type: none"> • Per Texas State Law (SB 62), students who meet the criteria below must provide proper documentation that they have received the bacterial meningitis vaccination within the last five years and at least 10 calendar days before the beginning of the semester. • All new or transfer students under age 22. • All returning students under the age of 22, who have experienced a break in enrollment of at least one fall or spring term. • Students enrolled in online courses that physically attend classes or come to campus within the semester. <p>Vaccination records must be submitted to LCC’s Campus Nurse at the Health Services Center.</p> |
| <p>SPECIAL SERVICES CENTER:</p> <ul style="list-style-type: none"> • Fort McIntosh Campus – Lerma-Peña Building Room 250 • South Campus – Billy Hall Student Center, Room 121A <p>Fort McIntosh and South Campus Phone Number: (956) 721-5137</p> | <p>A student with disabilities, including learning disabilities, who wishes to request special accommodations in this class, should notify the Special Services Center. The request should be made early in the semester so that appropriate arrangements may be made. In accordance with Federal Law, a student requesting accommodations must provide documentation of his/her disability to the Special Services Counselor. For additional information, call or visit the Special Services Center.</p> <p>The student who needs note-taking and/or test-taking accommodations must notify the faculty member prior to the first exam.</p> <p>A pregnant student is required to meet all course/ program outcomes, including attendance.</p> <p>There may be contaminants present in clinical area(s) that could adversely affect a fetus. It is advisable for the student to contact her obstetrician, once pregnancy has been confirmed, to ensure that there are no medical concerns/limitations to continuing her courses.</p> |
| <p>GRADE APPEAL:</p> <p>Dean of Student Affairs</p> <ul style="list-style-type: none"> • Fort McIntosh Campus – Elpha Lee West Building Room 111 • Phone Number: (956) 794-4988 | <p>A student who wishes to question a grade received for a class should first discuss the situation with the instructor of record who issued the grade. If the issue is not resolved, the student should contact the appropriate Department Chairperson to review the concern. If the student is not satisfied with the Department Chairperson’s decision, the student may contact the appropriate Dean of Instruction for assistance. If necessary, the student may request a</p> |

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| <p>TIME LIMIT FOR APPEALING A GRADE:</p> | <p>review by the Associate Vice President for Instruction, followed by the Vice President for Instruction & Student Services after all other avenues have been exhausted. Established departmental procedures will be utilized to resolve concerns related to grades received for a class.</p> <p>Students may contact the Office of the Dean of Student Affairs for additional information.</p> <p>Students who believe that the final course grade is incorrect have two weeks (ten working days) after the grade is issued to appeal the grade. Students who believe that a grade earned in a class activity is incorrect have one week (five working days) after the grade is issued to appeal the grade. Exceptions require the approval of the Vice President for Instruction & Student Services.</p> |
| <p>STUDENT BEHAVIOR:</p> <p>Associate Vice President for Student Services</p> <ul style="list-style-type: none"> • Fort McIntosh Campus – Elpha Lee West Building Room 114 • Phone Number: (956) 721-5417 <p>Dean of Student Affairs</p> <ul style="list-style-type: none"> • Fort McIntosh Campus – Elpha Lee West Building Room 111 • Phone Number: (956) 794-4988 | <p style="text-align: center;">Code of Student Conduct & Discipline</p> <p>Each student is expected to be fully acquainted with all published policies, rules, and regulations of the College, copies of which shall be available to each student for review at LCC’s website at www.laredo.edu (Student Life/Student Handbook/Student Rights and Responsibilities) and the Associate Vice President for Student Services or the Office of the Dean of Student Affairs. Laredo Community College will hold each student responsible for compliance with these policies, rules, and regulations. The student is responsible for obtaining published materials to update the items in this Code. Students are also expected to comply with all federal, state, and local laws. This principle extends to conduct off campus which is likely to have an adverse effect on Laredo Community College or on the educational process.</p> <p style="text-align: center;">Student Misconduct</p> <p>Each student is expected to conduct him/herself in a manner consistent with the college’s functions as an educational institution. Specific examples of misconduct and the disciplinary process are located at LCC’s website at www.laredo.edu (Student Life/Student Handbook/Student Rights and Responsibilities).</p> <p style="text-align: center;">Use of Electronic Devices</p> <p>The use of an electronic device shall not interfere with the instructional, administrative, student activities, public service, and other authorized activities on College District premises. Unless prior authorization is obtained from the instructor or respective College District official, the use of an electronic device is expressly prohibited in classrooms, laboratories, clinical settings, and designated quiet areas on College District premises. Certain violations of this policy may be excused in the case of emergencies or other extenuating circumstances provided that prior approval is obtained from the instructor or respective College District official.</p> <p>The use of electronic equipment capable of capturing still or moving images in any location where individuals may reasonably expect a right to privacy is not authorized on College District premises. Noncompliance with these provisions shall be considered a violation of Board adopted policy and shall warrant appropriate disciplinary action.</p> <p style="text-align: center;">Scholastic Dishonesty</p> <p>“Scholastic dishonesty” shall include, but is not limited to, cheating, plagiarism, and collusion.</p> <p>“Cheating” shall include, but shall not be limited to:</p> <ul style="list-style-type: none"> Copying from another student's test or class work; Using test materials not authorized by the person administering the test; |

Collaborating with or seeking aid from another student during a test without permission from the test administrator;

Knowingly using, buying, selling, stealing, or soliciting, in whole or part, the contents of an unadministered test, paper, or another assignment;

The unauthorized transporting or removal, in whole or in part, of the contents of the unadministered test;

Substituting for another student, or permitting another student to substitute for one's self, to take a test;

Bribing another person to obtain an unadministered test or information about an unadministered test; or

Manipulating a test, assignment, or final course grades.

“Plagiarism” shall be defined as the appropriating, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own written work.

“Collusion” shall be defined as the unauthorized collaboration with another person in preparing written work for fulfilment of course requirements.

Procedures for discipline due to scholastic dishonesty shall be the same as in student disciplinary actions, except that all scholastic dishonesty actions shall be first considered and reviewed by the faculty member.

For additional information please refer to: Student Policies - LCC Policy Manual.

The LCC Policy Manual is available online and includes all Federal, State, and Local Policies applicable to the College. Students may access the LCC Policy Manual through LCC's website at www.laredo.edu (About LCC/Manual of Policy).

EMERGENCY PROCEDURES:

IN CASE OF EMERGENCY,

From an LCC phone, dial 111.
From a Cell phone, dial 911.

LCC Campus Police Offices

- Fort McIntosh Campus – Building P-64 Room 102
- South Campus – Henry Cuellar Protective Services Center Room 130

LCC Campus Police Offices

- Fort McIntosh Campus – Building P-64 Room 102

LCC Alert System: Safety and security for LCC is paramount. When an emergency arises, LCC will provide students with information as rapidly and as efficiently as possible. Students must register for the LCC Alert system at <http://www.laredo.edu/lccalert>.

Emergencies: In case of an emergency, contact Campus Police. Campus Police will then dispatch a police officer to the site and alert emergency personnel. If it is determined that a notification needs to be sent out after an emergency is reported, the notification will provide information on what to do.

When a person calls 111 or 911, Campus Police strongly encourages the caller to provide the following information: name, the location from where they are calling, the location of the emergency, and the type of emergency. The caller is to remain on the phone with the dispatcher until emergency responders arrive.

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| <ul style="list-style-type: none"> • South Campus – Henry Cuellar Protective Services Center Room 130 | |
| DISCLAIMER: | Every attempt has been made to make the contents of this syllabus informative and accurate. Content of the syllabus is subject to revision and change in the event of extenuating circumstances. Changes will be made available to you electronically. |

The updated official version of the LCC Catalog is the on-line catalog and can be found at www.laredo.edu (Admission/College Catalog).

ADDITIONAL COURSE INFORMATION

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| STUDENT RESPONSIBILITIES: | <ol style="list-style-type: none"> 1.Students are required to be on time 2.No make-up exams will be given with prior arrangements with instructor 3.Highest grade on late work will be a 50- no exceptions 4.Attendance and note taking are necessary |
| EXHIBITION SCHEDULE FOR FALL 2015 | Student Show- September 2-17 South Texas College- October 1-29 / Workshop- October 2nd Carol Flueckiger- November 12-December 15 |
| FALL 2015 Calendar <i>(Subject to Revision)</i> | August 24-First day of class September 8- 12 th class day October 14- Mid-Semester November 13-Last day to drop with a “W” November 25 – 28 (Wed-Sat)-Thanksgiving Holiday December 5-Last day of Classes December 7-12- Final Exams December 14- End of Semester/Final Grades Due |

Required Common CORE/General Education Assignment for all Sections of this Course

| Collage | |
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| Topic | Addressing social, political, global topics in Drawing |
| Methodologies | Instructor Power-point lecture with visuals on how artists address social issues in a historical and contemporary context. A video on the subject may be added as a supplement. Students will conduct research on the social topic; create hands on expressive art projects and conduct group presentations. |
| Research Resources | Students should have at least three solid references (not Wikipedia), which should be listed MLA style. |
| Required Textbook & Resources | Required: Artforms 11 th ed, Supplemented resources: periodicals, newspapers, internet, videos |
| Key Terms, Art History References | Collage, Social Justice, Global Issues, Ecology, Ethics, Morals, Ethnocentric, Composition, Line, Shape, Mass, Value, Light, Texture, Space, Unity, Variety, Pattern, Balance, Georges Braque, Pablo Picasso, Hannah Hoch, Man Ray, Romare Bearden, Kurt Schwitters, Nancy Spero, Eileen Agar, Lee Krasner, ect. |
| Materials and Equipment | Magazines, internet access, art images of topic chosen, images for artwork |
| Lesson Description | |
| Student groups will work in teams to research, analyze and present a social issue in a written, visual and oral presentation form. Visual aesthetics in relation to history, appreciation, social justice, citizenship, cultural diversity and ecology will be explored. | |

Lesson Objectives

Student groups will:

- reflect upon, describe, analyze, interpret and evaluate their own and others' work through self-assessment and peer assessment.
- consider, select and apply a range of subject matter, symbols and ideas.
- understand and communicate the role of artistic expression within a global context.
- work collectively towards a cohesive visual art project, group presentation and formal essay.
- understand and apply conceptual drawing elements and principles of art to communicate the chosen topic.
- understand the relationship between social issues and art history and culture.
- understand, select and apply media, techniques and processes in the field of drawing.
- comprehend how visual language communicates through subject and design. (Form and Content)
- understand basic art concepts, techniques, and media essential to the organization and understanding of visual language, information and communication.

Activities/Procedure

1. Students will divide into **groups of three**, and will choose a topic they wish to investigate concerning global and cultural concerns such as environmental, human rights issues, social justice, civil rights, etc... and visually communicate their topic in written and collage format.
 - Students will research chosen topic that will be the subject of their presentation.
 - Students will explore the history of collage and submit a written biography of a collage artist.
 - Students will gather gray-scale images with a wide range of textures and values from websites or other sources that relate to their topic.
 - Students will meet outside of class to compare notes and prepare for group presentations which will consist of multiple groups of three that will address their chosen topic.
2. Students will individually create an artist biography and collage for submission and presentation.
 - Students will cut, glue and arrange images on an 11"x14" Bristol paper keeping art design and principles in mind to balance a cohesive thought of the chose subject.
 - Students will replicate the collage on a separate 11"x14" Bristol paper in a chosen drawing media.
 - Students will present their assignments in a group discussion/critique.
 - Students will be assessed on their oral presentations.
 - Students will self and peer assess.

Homework

Research the technique of collage. Meet with group members and choose topic in reference to social justice, citizenship, cultural diversity and ecology. Research topic and collect photographs or images from magazines or the internet that will be used to create a collage for each individual student in the group. Once images have been selected, research collage artists and write a brief biography and statement about a chosen artist who addresses a similar topic. Prepare for groups presentation of three completed collages.

Rubric for Grading this Assignment

THECB CORE

All sections of this course will use the Institutional/Departmental CORE objective grading rubrics for assessing this assignment. The combined components listed below will be evaluated for an overall grade.

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| <p>Critical thinking For this competency, the student groups will engage in problem solving through creative thinking, innovation, inquiry, analysis, synthesis and evaluation.</p> | 25% |
| <p>Communication For this competency, students will effectively express ideas in a written, visual artwork and oral form.</p> | 25% |
| <p>Teamwork For this competency, student groups will research and gather materials to work towards a cohesive assignment. Students will evaluate one another's participation and communications as well as the other team's completed assignment.</p> | 25% |

Social Responsibility

For this competency, the student groups will analyze and interpret the role of artistic expression within a global and social context. Possible topics for social responsibility messages include, but are not limited to: discipline practices and visual aesthetics in relation to social justice, citizenship, cultural diversity and ecology.

25%

Course Schedule

***GALLERY ASSIGNMENTS WILL BE GIVEN BASED ON EXHIBITION SCHEDULE**

***ALL DRAWINGS WILL BE CREATED USING SOFT PASTELS ON APPROPRIATE GROUNDS**

***READING ASSIGNMENTS WILL BE GIVEN THROUGHOUT THE SEMESTER AND RESEARCH GIVEN ON AN INDIVIDUAL BASIS.**

| Date Week | Brief Description of Topic | Assignments/Examinations/ Activities with Brief Description | Chapters/Reading Materials |
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| Week 1 | Introduction First Drawing | Overview of course and materials. Student will demonstrate knowledge of materials and drawing techniques prior to beginning course. Learn to generate drawings that demonstrate descriptive and expressive strategies using color theory to communicate. | Pastels on Sulphite |
| Week 2 | First Drawing Color Wheels | Demonstration of materials and technique of Color theory based on Michael Wilcox's notion of split primaries. Student will generate an understanding of color theory and gain art vocabulary. Tint and complementary Color wheels CCO 1, 3 ,4, 6 | Pastels on Sulphite Pastels on bristol |
| Week 3 | | Continued | As Assigned |
| Week 4 | Monochrome | Demonstration of materials and technique of using only One Color. Student will learn to color match by observation of presented still-life and evaluate, analyze and generate an accurate drawing. CRITICAL THINKING CCO 1, 3, 4, 5 | As Assigned |
| Week 5 | Monochrome Analogous Colors | Continued Demonstration of materials and technique of using analogous colors. Student will learn to color match through observation of presented still-life and evaluate, analyze and generate an accurate drawing which will visual communicate an understanding of represented colors. CCO 1, 3, 4, 5 | As Assigned |
| Week 6 | Complementary Colors | Demonstration of materials and technique of Colors Opposite of each other on the Color Wheel. Student will learn to color match through observation of presented still-life and evaluate, analyze and generate an accurate drawing which will visually communicate an understanding of represented colors. CCO 1, 3, 4, 5 | As Assigned |
| Week 7 | | Continued | As Assigned |
| Week 8 | Complementary Colors | continued | |

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| Week 9 | Everyday Objects- Recycling | Student will research recyclable art and visually communicate an interpretation of everyday objects that can appear sacred to create a conceptual drawing. CCO 1, 2, 3, 4, 5, 6 | As Assigned |
| Week 10 | Human States, Characteristics, or Moods | Student will visual communicate an interpretation of humanistic traits; anger, thoughtfulness, greed, envy, love, hate, worship, obsession, paranoia, fragility...etc. using color theory and pastels. COMMUNICATION CCO 1, 2, 3, 4, 5, 6 | As Assigned |
| Week 11 | | continued | As Assigned |
| Week 12 | Environmental and Cultural COLLAGE PROJECT | Student will research global issues and create a collage on their findings. Through this project, presentation, and/or essay students will communicate the role of artistic expression within a global and social context that conveys an understanding of visual language that addresses topics such as history, social justice and ecology. Themes include but not limited to war, peace, richness, dirty, urban, summer, winter, pastoral, darkness, coldness, imprisonment, infinity, humidity. etc.... SOCIAL RESPONSIBILITY CCO 1,2, 4, 6 | As Assigned |
| Week 13 | Puzzle Piece | Group of students will generate a finished project and delegate responsibilities to ensure completion of the project. Measuring and mathematics assist students in the team presentation. TEAMWORK CCO 1, 3, 4, 5 | As Assigned |
| Week 14 | Last Drawing | Continue Student will generate a final drawing which demonstrates accurate observation, expressive and conceptual approaches utilizing materials, and reflects professional presentation and a contemporary development in drawing. CCO 1,2,3,4,5,6 PORTFOLIO IS DUE | As Assigned |
| Week 15 | Final Exams | Compare 1 st and Last drawings in critique Written exam | As Assigned |

*Schedule is subject to change

SCANS COMPETENCIES

ENCLOSURE

The Secretary's Commission on Achieving Necessary Skills (SCANS) has identified foundation skills and workplace competencies for students. Foundation Skills are defined in three areas: basic skills, thinking skills, and personal qualities. Basic Skills includes Reading, Writing, Arithmetic and Mathematical Operations, Listening, and Speaking effectively. Thinking Skills include a worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. Personal Qualities include a worker must display responsibility, self-esteem, sociability, self-management, integrity, and honest. Work Place Competencies include resources, interpersonal skills, information, systems, and technology.

Foundation Skills

Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens and speaks.

- F1. **Reading:** Locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.
- F2. **Writing:** Communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flowcharts.
- F3. **Arithmetic:** Performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques.
- F4. **Listening:** Receives, attends to, interprets, and responds to verbal messages and other cues.
- F5. **Speaking:** Organizes ideas and communicates orally.

Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons.

- F6. **Creative Thinking:** Generates new ideas.
- F7. **Decision Making:** Specific goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.
- F8. **Problem Solving:** Recognizes problems and devises and implements plan of action.
- F9. **Seeing Things in the Mind's Eye:** Organizes and processes symbols, pictures, graphs, objects, and other information.
- F10. **Knowing How To Learn:** Uses efficient learning techniques to acquire and apply new knowledge and skills.
- F11. **Reasoning:** Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, integrity, and honesty.

- F12. **Responsibility:** Exerts a high level of effort and perseveres toward goal attainment.
- F13. **Self-Esteem:** Believes in own self-worth and maintains a positive view of self.
- F14. **Sociability:** Demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings.
- F15. **Self-Management:** Assesses self accurately; sets personal goals, monitors progress, and exhibits self-control.
- F16. **Integrity/Honesty:** Chooses ethical course of action.

Workplace Competencies

Resources

- C1. **Allocates Time:** Selects relevant, goal-related activities, ranks them in order of importance, allocates time to activities, and understands, prepares, and follows schedules.
- C2. **Allocates Money:** Uses or prepares budgets, including making cost and revenue forecasts, keeps detailed records to track budget performance, and makes appropriate adjustments.
- C3. **Allocates Material and Facility Resources:** Acquires, stores, and distributes materials, supplies, parts, equipment, space, or final products in order to make the best use of them.
- C4. **Allocates Human Resources:** Assesses knowledge and skills and distributes work accordingly, evaluates performance, and provides feedback.

Interpersonal

- C5. **Participates as a member of a team:** Works cooperatively with others and contributes to group with ideas, suggestions, and effort.
- C6. **Teach Others New Skills:** Helps others to learn.
- C7. **Serves Clients/Customers:** Works and communicates with clients and customers to satisfy their expectations.
- C8. **Exercises Leadership:** Communicates thoughts, feelings, and ideas to justify a position, encourages, persuades, convinces, or otherwise motivates an individual or groups: including responsibly challenging existing procedures, policies, or authority.
- C9. **Negotiates to Arrive at a Decision:** Works toward an agreement that may involve exchanging specific resources or resolving divergent interests.
- C10. **Works with Cultural Diversity:** Works well with men and women and with a variety of ethnic, social, or educational backgrounds.

Information

- C11. **Acquires and Evaluates Information:** Identifies need for data, obtains it from existing sources or creates it, and evaluates its relevance and accuracy.
- C12. **Organizes and Maintains Information:** Organizes, processes, and maintains written or computerized reports and other forms of information in a systematic fashion.
- C13. **Interprets and Communicates Information:** Selects and analyzes information and communicates the results to others using oral, written, graphic, pictorial, or multi-media methods.
- C14. **Uses Computers to Process Information:** Employs computers to acquire, organize, analyze, and communicate information.

Systems

- C15. **Understands Systems:** Knows how social, organizational, and technological systems work and operates effectively within them.
- C16. **Monitors and Corrects Performance:** Distinguishes trends, predicts impact of actions on system operations, diagnoses deviations in the function of a system/organization, and takes necessary action to correct performance.
- C17. **Improves and Designs Systems:** Makes suggestions to modify existing systems to improve products or services, and develops new or alternative systems.

Technology

- C18. **Selects Technology:** Judges which set of procedures, tools, or machines, including computers and their programs will produce the desired results.
- C19. **Applies Technology to Task:** Understands the overall intent and the proper procedures for setting up and operating machines, including computers and their programming systems.
- C20. **Maintains and Troubleshoots Technology:** Prevents, identifies, or solves problems in machines, computers, and other technologies.

LAREDO COMMUNITY COLLEGE
COURSE SYLLABUS
STUDENT ACKNOWLEDGEMENT FORM

I have read and understood the information and requirements of the course syllabus for

_____, _____
Course & Number Semester

Student Name (Please Print)

Palomino ID

Date

Admission into and/or graduation from a program does not guarantee employment, a particular salary level, and/or passage on any licensure examinations.

Student Signature _____

Faculty Name Alvaro Perez
(Please Print)