

APPLICATION

Please complete the following application, providing attachments as requested.

1. Program: Visual and Performing Arts - Studio Art and Art History

2. Course: ARTS 1313 Foundations of Art

3. Petition Type

- New Course
- Re-submitted THECB Rejected Course (New statement of Justification Attached)
- CAO Course moved to Component Area

4. Foundational Component Area

- |   |  |
|---|--|
| <input type="checkbox"/> Communication                  | <input checked="" type="checkbox"/> Creative Arts          |
| <input type="checkbox"/> American History               | <input type="checkbox"/> Mathematics                       |
| <input type="checkbox"/> Governmental/Political Science | <input type="checkbox"/> Life and Physical Sciences        |
| <input type="checkbox"/> Social/Behavioral Science      | <input type="checkbox"/> Language, Philosophy, and Culture |

Component Area Option Only

5. Core Objectives	Required	Optional
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Critical Thinking	X	<input type="checkbox"/>
Communication Skills	X	<input type="checkbox"/>
Empirical & Quantitative	<input type="checkbox"/>	<input type="checkbox"/>
Teamwork	X	
Social Responsibility	X	
Personal Responsibility	<input type="checkbox"/>	<input type="checkbox"/>

6. Statement of Justification (See Attached.)

7. Attach the Assessment Plan, (See Attached.)

8. Attach the course syllabus. (Appears as a separate link on the Submissions webpage)

Submitted by Corey Ackelmire \_\_\_\_\_  
 Program Coordinator Date

## STATEMENT OF JUSTIFICATION

### 1. Why does this course belong in the Foundational Component Area (FCA)?

The Creative Arts component of the Texas Core Curriculum stresses the “appreciation and analysis of creative artifacts and works of the human experience.” The HCC ARTS Program is proposing ARTS 1313, Foundations of Art, for inclusion in the core because it successfully fosters an appreciation for artwork and offers a breadth of knowledge that represents a global investigation of artistic styles, methods of artistic production, and media.

Through readings, lectures, discussions, critiques and hands-on art making, art works will be analyzed and defined in relation to the formal elements and principles of design.

In this course, universal themes of the human experience are explored within their historical, political, economic, theological, sociological, conceptual, and ethnic contexts.

### 2. Applies to all Core courses: How does the course target critical thinking?

(You must show that the course requires creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.)

This course is an investigation and analysis of the styles and modes of artistic production from prehistoric times to today. Through the study of artworks in the form of written analyses, critique, and direct application of artistic media, universal themes are examined, and students will produce assignments and creative artworks that demonstrate an appreciation for the creative process as an evolving synthesis of cultural, personal, and technological influences.

Assessment of critical thinking in course work will count for no less than 10% of the final grade and may be combined with other core assignments.

### 3. Applies to all Core Courses: How does the course target communication skills?

(You must show that the course targets effective development, interpretation, and expression of ideas through written, oral, and visual communication.)

Foundations of Art students will learn to interpret the language of visual communication through the study of selected artworks and creation of their own hands-on art projects. Students will demonstrate effective writing skills as they fulfill instructor specific writing assignments. In addition, students will develop verbal communication skills as they participate in discussions, critiques and presentations throughout the semester. Assessment of verbal and written communication in course work will count for no less than 10% of the final grade and may be combined with other core assignments.

### 4. If applicable: How does the course target empirical and quantitative skills?

(You must show that the course targets the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.)

N/A

**5. If applicable: How does the course target teamwork skills?**

(You must show that the course targets the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.)

In ARTS 1313 courses, we will use discussions, critiques, group assignments and hands-on art projects to analyze artistic production within various cultures and time periods. This exploration of culture through art allows students to connect with a variety of viewpoints and then exchange viewpoints with others. Students will demonstrate their ability to work effectively with others in class as they safely and responsibly manage shared media, tools, equipment and clean-up duties, as applicable. Each semester students will also participate in at least one collaborative assignment designed to advance their experience in developing skills essential to working effectively with others to support a shared purpose or goal.

Assessment of teamwork activities and assignments will count for no less than 10% of the final grade and may be combined with other core assignments

**6. If applicable: How does the course target social responsibility?**

(You must show that the course targets intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.)

By its very nature, this course is intercultural. Visual Art as a subject explores historical, political, economic, theological, sociological, and ethnic contexts. Using these frameworks, students will consider the community's responsibility in such issues as art destruction/defacement and restoration, art acquisition and public display, public funding of art and censorship. Students will observe current events and how they influence or change art history, as new discoveries may change our perceptions about art. Students will make use of the local art community (including museums, galleries, etc.) to augment their knowledge of and participation in their community.

Assessment of social responsibility activities and assignments will count for no less than 10% of the final grade and may be combined with other core assignments.

**7. If applicable: How does the course target personal responsibility?**

(You must show that the course targets students' abilities to connect choices, actions, and consequences to ethical decision-making.)

N/A

## ASSESSMENT PLAN

1. How will you measure each of the four core objectives targeted in the course? Describe the methods (participants, procedures, & measures) you will employ to gather evidence that students are achieving these core objectives in this course. Attach copies of representative assignments and rubrics or sample exam items you will use to measure each core competency.

Program faculty will be encouraged to create a summative assessment designed to emphasize and evaluate the students' abilities to break down complex tasks into component parts, communicate effectively, successfully collaborate on a team, and explore issues of social responsibility in visual art. Instructors will use rubrics for each of the required core competency areas to assess a random sample of the core assignments created in ARTS 1313.

The assessment results will be shared with program faculty at one of the 2 program committee meetings each academic year and examples of the most successful student work, as well as assignment examples, will be stored on the Learning Web so they may be shared with all faculty in the program.

A summary of the results will also be documented as part of the Program Student Learning Assessment report and stored on the HCC Dashboard under Assessments/Program Review.

2. Which of the following formats, settings, and populations apply:

Face-to-Face, on-campus section(s)

Which campuses? Central and Northwest

Face-to-Face, dedicated dual credit section(s)

Which high schools?

Hybrid section(s)

Distance education section(s)

Section(s) taught in other off-campus settings

Where?

Section(s) taught by adjunct faculty?

3. Can you attest to the fact that core objectives are targeted and assessed in all course sections, regardless of instructional format, population, or setting?

ARTS 1313 instructors will be given a comprehensive syllabus and examples of program rubrics that explain the expectations for each core competency. They will be required, if selected for assessment, to produce examples of the core assignment(s) and student work samples that demonstrate their approach to targeting the necessary core competencies.

4. How will you evaluate the results of your course-wide assessment(s)?

A random sample of ARTS 1313 course sections will be chosen for evaluation once every 4 years. Faculty will be asked to use program rubrics to evaluate the core assessment(s) in their course and the rubric results will be shared with the program coordinator.

5. How will you know when your students have been successful in achieving each core competency?

Our goal will be for the rubric results to achieve an overall rating of “good” or above.

6. How will your assessment results be documented and archived?

A summary of the results will be documented as part of the Program Student Learning Assessment report and stored on the HCC Dashboard under Assessments/Program Review.

7. How will you use the results of your assessments to improve student learning?

The Program Coordinator will present findings at one of two program committee meetings each year. Faculty will discuss relative strengths and weaknesses and propose changes in course design, instructional strategies, and assessment tools and methodologies. When targets are not met, the program coordinator and the program committee will make plans to intervene and reassess student learning within the four-year cycle.



**Center of Excellence for Visual and Performing Arts  
Visual Art**

<http://www.hccs.edu/centers/visual--performing-arts/>

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**ARTS 1313: Foundations of Art | Lecture/Lab | #12345**

Fall 2018 | 16 Weeks (8.27.2018-12.16.2018)

In-Person | Northline 217 | MW 11 a.m.-12:50 p.m.

3 Credit Hours | 64 hours per semester

### Instructor Contact Information

Instructor: **Jane Doe, Ph.D.**

Office Phone: 713-718-6593

Office: **Northline, Room 321**

Office Hours: **M-R 9:30-10:45 a.m.**

HCC Email: [jane.doe@hccs.edu](mailto:jane.doe@hccs.edu)

Office Location: **Northline Faculty Area**

Please feel free to contact me concerning any problems that you are experiencing in this course. Your performance in my class is very important to me. I am available to hear your concerns and just to discuss course topics.

### Instructor's Preferred Method of Contact

HCC Email address required including preferred method of contact (e.g., email, phone); additional contact information as required by the Division/Department, such as the program's administrative assistant's email address and phone number. I will respond to emails within 24 hours Monday through Friday; I will reply to weekend messages on Monday mornings.

### What's Exciting About This Course

This course is a global investigation of artistic styles, methods of artistic production, and media. Various works will be analyzed and defined in relation to the formal elements and principles of design. Universal themes are explored within their historical, political, economic, theological, sociological, conceptual, and ethnic contexts through traditional lecture and the creation of hands-on art projects.

### My Personal Welcome

Welcome to Art Appreciation—example (from a psychology course): I'm delighted that you have chosen this course. One of my passions is to know as much as I can about human behavior, and I can hardly wait to pass that on. I will present the information in the most exciting way I know, so that you can grasp the concepts and apply them now and hopefully throughout your life. As you read and wrestle with new ideas and facts that may challenge you, I am available to support you. The fastest way to reach me is by my HCC email. The best way to really discuss issues is in person and I'm available during posted office hours to tackle any questions you might have. My goal is for you to walk out of the course with a better understanding of yourself and of human behavior. So please visit me or contact me whenever you have a question.

## Prerequisites and/or Co-Requisites

Must be placed into college-level reading or into college-level writing. Please carefully read and consider the repeater policy in the [HCCS Student Handbook](#).

## Eagle Online Canvas Learning Management System

If applicable:

This section of ARTS 1313 will use [Eagle Online Canvas \(https://eagleonline.hccs.edu\)](https://eagleonline.hccs.edu) to supplement in-class assignments, exams, and activities. << INSERT MORE specific information about how you expect students to use Eagle Online Canvas here. Include information about scoring rubrics for assignments, samples of class assignments, and other information to assist you in the course. >> HCCS Open Lab locations may be used to access the Internet and Eagle Online Canvas. It is recommended that you **USE FIREFOX OR CHROME AS YOUR BROWSER.**

## HCC Online Information and Policies

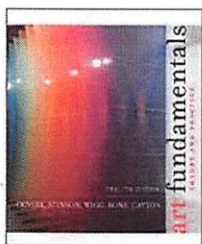
Here is the link to information about HCC Online classes including the required Online Orientation for all fully online classes: <http://www.hccs.edu/online/>

## Scoring Rubrics, Sample Assignments, etc.

Look in Eagle Online Canvas for the scoring rubrics for assignments, samples of class assignments, and other information to assist you in the course. <https://eagleonline.hccs.edu/login/ldap>

## Instructional Materials

### Textbook Information



Optional: *Art Fundamentals: Theory and Practice*, 12<sup>th</sup> edition, by Ocvirk, Stinson, Wigg, O'Bone, and Clayton

### Temporary Free Access to E-Book

Here is the link to get temporary free access to a digital version of the text for fourteen days:  
<< [add link; if applicable] >>

### Other Instructional Resources

#### Publisher's Digital Workbook

Insert information about how you will be using the Publisher's digital workbook in your course. If you do not require a digital workbook, you can delete this section.

#### Tutoring

HCC provides free, confidential, and convenient academic support, including writing critiques, to HCC students in an online environment and on campus. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate. Visit the [HCC Tutoring Services](#) website for services provided.

## Libraries

The HCC Library System consists of 9 libraries and 6 Electronic Resource Centers (ERCs) that are inviting places to study and collaborate on projects. Librarians are available both at the libraries and online to show you how to locate and use the resources you need. The libraries maintain a large selection of electronic resources as well as collections of books, magazines, newspapers, and audiovisual materials. The portal to all libraries' resources and services is the HCCS library web page at <http://library.hccs.edu>.

## Supplementary Instruction

Supplemental Instruction is an academic enrichment and support program that uses peer-assisted study sessions to improve student retention and success in historically difficult courses. Peer Support is provided by students who have already succeeded in completion of the specified course, and who earned a grade of A or B. Find details at <http://www.hccs.edu/resources-for/current-students/supplemental-instruction/>.

## Course Overview

ARTS 1313 is an introduction to the creative media designed to enhance artistic awareness and sensitivity through the creative and imaginative use of art materials and tools. Includes art history and culture through the exploration of a variety of art works with an emphasis on aesthetic judgment and growth (ACGM).

In this course, students will develop critical thinking and observational skills through both traditional lecture and hands-on projects designed to teach students to visually organize and understand the formal elements and principles of art and design. A variety of materials and instructional methods will be employed to facilitate comprehension of the role of the Visual Arts in culture throughout history.

## Core Curriculum Objectives (CCOs)

ARTS 1313 satisfies the creative arts requirement in the HCCS core curriculum. The HCCS Visual Art Program Committee has specified that the course address the following core objectives:

**Critical Thinking:** [HCC: to include creative thinking, innovation, inquiry and analysis, synthesis of information] Foundations of Art is an investigation and analysis of the styles and modes of artistic production from prehistoric times to our own. Through the study and use of artistic media, universal themes are explored, and students will develop an appreciation for the creative process as one that represents an evolving synthesis of cultural, personal, and technological influences. Assessment of critical thinking in course work will count for no less than 10% of the final grade and may be combined with other core assignments.

**Communication Skills:** [HCC: to include effective development, interpretation and expression of ideas through written, oral, and visual communication] Foundations of Art students will learn to interpret the language of visual communication through the study of selected artworks and creation of their own hands-on art projects. Students will demonstrate effective writing skills as they fulfill instructor specific writing assignments. In addition, students will develop verbal communication skills as they participate in discussions, critiques and presentations throughout the semester. Assessment of verbal and written communication in course work will count for no less than 10% of the final grade and may be combined with other core assignments.

**Teamwork:** [HCC: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal] In Foundations of Art courses we use discussions, critiques, group assignments and hands-on art projects to analyze artistic production within various cultures and time periods. This exploration of culture through art allows students to connect with a variety of viewpoints and then exchange viewpoints with others. Students will demonstrate their ability to work effectively with others in class as they safely and responsibly manage shared media, tools, equipment



and clean-up duties, as applicable. Each semester students will participate in at least one collaborative assignment designed to expand their experience in developing skills essential to working effectively with others to support a shared purpose or goal. Assessment of teamwork activities and assignments will count for no less than 10% of the final grade and may be combined with other core assignments

**Social Responsibility:** [HCC: to include intercultural competency, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities]

By its very nature Foundations of Art is intercultural. As a subject it explores various historical, political, economic, theological, sociological, and ethnic contexts. Using this framework, students consider the community's responsibility in such issues as art destruction/defacement and restoration, art acquisition and public display, public funding of art and censorship. Students observe current events and how they influence or change art history, as new discoveries may change our perception about art. Students make use of the local art community (including museums, galleries, etc.) to augment their knowledge of and participation in their community. Assessment of social responsibility activities and assignments will count for no less than 10% of the final grade and may be combined with other core assignments.

### Program Student Learning Outcomes (PSLOs)

Can be found at:

<http://www.hccs.edu/programs/areas-of-study/liberal-arts-humanities--education/art/>

### Course Student Learning Outcomes (CSLOs)

Upon successful completion of this course, students will be able to:

1. Critically interpret and evaluate works of art using appropriate terminology.
2. Demonstrate an understanding of the impact of arts on culture, and of culture on the arts.
3. Demonstrate successful collaboration on a curatorial **or** artistic project.
4. Identify and apply the elements of art and principles of design through the creation of artworks.
5. Demonstrate an appropriate level of professional practice, including safety, craft and presentation.

### Learning Objectives

Learning Objectives for each CSLO can be found at <https://learning.hccs.edu/programs/art>

### Student Success

Expect to spend at least twice as many hours per week outside of class as you do in class studying the course content. Additional time will be required for written assignments. The assignments provided will help you use your study hours wisely. Successful completion of this course requires a combination of the following:

- Reading the textbook
- Attending class in person and/or online
- Completing assignments
- Participating in class activities

There is no short cut for success in this course; it requires reading (and probably re-reading) and studying the material using the course objectives as your guide.

### Instructor and Student Responsibilities

As your Instructor, it is my responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through lectures, hands-on art projects, activities, discussions and critiques
- Provide a clear description of projects or assignments

- Inform students of policies such as attendance, withdrawal, tardiness and make up work
- Provide the course outline and class calendar which will include a description of any special projects or assignments
- Arrange group work

As a student, it is your responsibility to:

- Participate in class, respect deadlines, and be prepared for each class meeting
- Use time wisely to focus on assignments, projects and exams
- Keep and organize copies of all materials, including the syllabus, articles, links and online resources
- Respect other class members
- Clean up thoroughly after each work session, when applicable
- Be prepared for critique: have complete assignments ready on time and be prepared to participate in the verbal critique process
- Be aware of and comply with academic honesty policies in the [HCCS Student Handbook](#)

## Assignments, Exams, and Activities

### Written Assignment

At least 2000 words in written assignment are required. The written assignment(s) should be clearly linked to the course student learning outcomes and learning objectives. Their value should be clearly indicated on the grading scale (see Grading Formula below).

Additional requirements for Honors students:

Honors students will write an additional 2,000 words. They will complete a project or oral presentation that shows a higher level of analytical thinking and satisfies the requirement of the honors contract

### Exams

Insert a specific description of your exams. State how much each exam counts toward students' course grades. If your exams are on Eagle Online Canvas, advise students of the dates of availability of each exam, the time limit, if any, and the number of attempts allowed. HCC does not provide students with Scantron forms. They are sold in campus bookstores.

### In-Class Activities

Specify the types of activities student should expect, such as quizzes, participation in activities during class, field-trips, hands-on projects, groupwork, etc.

### Final Exam

Describe the nature and format of the final exam, how much it counts toward students' final course grades and any other important information.

### Grading Formula

Example:

Written Assignment(s)	200 points
Exams	500 points
In-Class Activities	100 points
Departmental Final Exam	200 points

Grade	Total Points
A	900+
B	800-899
C	700-799
D	600-699
F	<600

HCC Grading Scale can be found on this site under Academic Information:

<http://www.hccs.edu/resources-for/current-students/student-handbook/>

### Course Calendar

HCC Calendar: Per specific Semester; <b>Instructor input</b>		
Classes Begin		
Last day for drop/add		
Holidays and Breaks		
Last day to drop classes with a grade of W		
Instruction ends		
Final examination		
Week	Dates	Topic/What's due ( <b>Instructor input</b> )
1		Syllabus   Class orientation, supply list, etc.   Lecture, class discussion
2		Lecture, class discussion   Hands-on work; explore materials, content, form and ideas
3		Lecture, class discussion   Hands-on work; explore materials, content, form and ideas
4		Lecture, class discussion   Hands-on work; explore materials, content, form and ideas
5		Lecture, class discussion   Hands-on work; explore materials, content, form and ideas   Exam/Critique assignments, projects, collect notebooks, homework/sketchbooks
6		Lecture, class discussion   Hands-on work; explore materials, content, form and ideas
7		Lecture, class discussion   Hands-on work; explore materials, content, form and ideas
8		Lecture, class discussion   Hands-on work; explore materials, content, form and ideas
9		Lecture, class discussion   Hands-on work; explore materials, content, form and ideas
10		Lecture, class discussion   Hands-on work; explore materials, content, form and ideas
11		Lecture, class discussion   Hands-on work; explore materials, content, form and ideas   Exam/Critique assignments, projects, collect notebooks, homework/sketchbooks
12		Lecture, class discussion   Hands-on work; explore materials, content, form and ideas
13		Lecture, class discussion   Hands-on work; explore materials, content, form and ideas
14		Lecture, class discussion   Hands-on work; explore materials, content, form and ideas
15		Lecture, class discussion   Hands-on work; explore materials, content, form and ideas
16		Final Exam/Critique/Projects/Presentations; clean-up as necessary

## Syllabus Modifications

The instructor reserves the right to modify the syllabus at any time during the semester and will promptly notify students in writing, typically by e-mail, of any such changes.

## Instructor's Practices and Procedures

### Missed Assignments

Insert your make-up policy for course work

### Academic Integrity

Insert a specific description of your expectations for academic integrity. Specify the consequences for cheating, plagiarism, collusion, etc.

Here's the link to the HCC information about academic integrity (Scholastic Dishonesty and Violation of Academic Scholastic Dishonesty and Grievance):

<http://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/>

### Attendance Procedures

Insert a specific description of your expectations for attendance. Be specific about In-Person, Hybrid, and Online classes. Include your practice regarding withdrawals, never attending, etc.

### Student Conduct

Insert a specific description of your expectations for student conduct. Be specific about In-Person, Hybrid, and Online classes and the consequences that will be implemented for disruptive behavior.

### Instructor's Course-Specific Information (As Needed)

Insert additional information on how you manage your course. For example, include your grading policy describing when students can expect grades and feedback after they submit coursework.

### Art Program Requirements:

By the end of the semester the student who passes with a final grade of "C" or above will have demonstrated the ability to:

- Complete and comprehend the objectives of all graded assignments
- Arrive at class promptly and with the required materials for that day's session
- Participate in the shared responsibilities for clean-up when applicable
- Practice safe work habits when applicable
- Be prepared for and participate in class critiques, small group or class discussions
- Complete assignments through inquiry, analysis, evaluation and synthesis of information
- Express knowledge of the historical role and cultural impact of artists in society
- Effectively work on a team/collaborative project
- Exhibit knowledge of intercultural competence through engaging effectively with issues of social responsibility
- Communicate in clear, coherent, and persuasive language
- Communicate effectively by completing a minimum of 2,000 words in writing assignments and/or projects
- Differentiate between the various materials, techniques, and processes traditionally used by artists
- Compare and contrast works of art using the terminology and iconography of art
- Identify stylistic characteristics of each of the various cultures and styles included in the course syllabus
- Explain the function and significance of art within its historical and cultural contexts
- Complete a hands-on art project which demonstrates knowledge of the elements and principles of design

## Electronic Devices

Insert a specific description of your expectations regarding electronic devices.

## Visual Art Program Information

The Visual Art Program offers an Associate Degree in Studio Art that is transferable to 4-year university programs. For more information, visit

<http://www.hccs.edu/programs/areas-of-study/liberal-arts-humanities--education/art/>

## HCC Policies

Here's the link to the HCC Student Handbook <http://www.hccs.edu/resources-for/current-students/student-handbook/>  
In it you will find information about the following:

Academic Information	Incomplete Grades
Academic Support	International Student Services
Attendance, Repeating Courses, and Withdrawal	Health Awareness
Career Planning and Job Search	Libraries/Bookstore
Childcare	Police Services & Campus Safety
disAbility Support Services	Student Life at HCC
Electronic Devices	Student Rights and Responsibilities
Equal Educational Opportunity	Student Services
Financial Aid TV (FATV)	Testing
General Student Complaints	Transfer Planning
Grade of FX	Veteran Services

## EGLS<sup>3</sup>

The EGLS<sup>3</sup> ([Evaluation for Greater Learning Student Survey System](#)) will be available for most courses near the end of the term until finals start. This brief survey will give invaluable information to your faculty about their teaching. Results are anonymous and will be available to faculty and division chairs after the end of the term. EGLS<sup>3</sup> surveys are only available for the Fall and Spring semesters. -EGLS3 surveys are not offered during the Summer semester due to logistical constraints.

<http://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/>

## Campus Carry Link

Here's the link to the HCC information about Campus Carry:

<http://www.hccs.edu/departments/police/campus-carry/>

## HCC Email Policy

When communicating via email, HCC requires students to communicate only through the HCC email system to protect your privacy. If you have not activated your HCC student email account, you can go [to HCC Eagle ID and activate it now](#). You may also use Canvas Inbox to communicate.

## Housing and Food Assistance for Students

Any student who faces challenges securing their foods or housing and believes this may affect their performance in the course is urged to contact the Dean of Students at their college for support. Furthermore, please notify the professor if you are comfortable in doing so.

This will enable HCC to provide any resources that HCC may possess.

## Office of Institutional Equity

Use the link below to access the HCC Office of Institutional Equity, Inclusion, and Engagement (<http://www.hccs.edu/departments/institutional-equity/>)

## disAbility Services

HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please meet with a campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Reasonable accommodations are established through an interactive process between you, your instructor(s) and Ability Services. It is the policy and practice of HCC to create inclusive and accessible learning environments consistent with federal and state law. For more information, please go to <http://www.hccs.edu/support-services/disability-services/>

## Title IX

Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual's fundamental rights and personal dignity. Title IX prohibits discrimination on the basis of sex-including pregnancy and parental status in educational programs and activities. If you require an accommodation due to pregnancy please contact an Abilities Services Counselor. The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to:

David Cross  
Director EEO/Compliance  
Office of Institutional Equity & Diversity  
3100 Main  
(713) 718-8271  
Houston, TX 77266-7517 or [Institutional.Equity@hccs.edu](mailto:Institutional.Equity@hccs.edu)  
<http://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/>

**Department Chair Contact Information: Katherine Rhodes Fields, M.F.A., [katherine.fields@hccs.edu](mailto:katherine.fields@hccs.edu), 713-718-8264**

**Example Assignment:**

**Public Artwork Proposal**

**Presented in class during Final Exam week**

**Goal:** In a team of 3 or 4, propose a public work of art that addresses a social issue.

Examples of contemporary social issues include: refugee crisis, immigration, the homeless, clean water, healthcare, and hunger. Your project may NOT condone violence or crime; it must be appropriate for a public audience. Discuss and agree on an issue with your teammates and clear your topic and idea with me. Each team must choose a separate issue.

**Considerations:** Imagine that you have an unlimited budget for this project and can place your work anywhere. Will it focus on your community and surrounding area, or be national or global? How will you address or involve the community and bring awareness to the social issue you've chosen?

**Requirements:** Each team member must be responsible for a different aspect of the presentation. Every member is expected to be in full communication with the rest of the group throughout the duration of the project.

Your proposal must include visual aids which may include drawings, models, or maquettes that are presentation worthy. Your group's proposal will be publicly exhibited in a campus display case.

Each team member must submit a written analysis at the end of the project describing the role you played in the project, the steps your group took to complete the proposal, and your interpretation of how this artwork addresses the social issue your group selected.

**This project is the final exam, and must address the following (outlined further below):**

- Subject matter
- Form, and content
- The elements and principles of art and design
- Media and material choices

**For your final presentation,** imagine that you are presenting a business proposal to the class. Each group will have a total of 15 minutes to present the project and should plan to speak for at least 8 minutes.

*The final presentation must cover the following topics. After agreeing on a social topic, decide as a group how the topics will be split into a fair work load.*

**Social Topic:** Introduce the subject matter and theme: your chosen social issue, its history, and relevance. Why is it important? What theme or themes does your work fit into? What are some of the diverse perspectives on your issue?

**Artwork:** What would your proposed work of art look like? Visually describe material choices, color, size, and design. Your audience should be able to envision the work. What medium/media will you use?

**Content:** What is the meaning? What does your group want the viewers to take away from the work? How will this come across visually?

**Value:** What community (of the public) is your work for? Where will the work be located?

**Not sure where to start?** A presentation and list of artists working with social issues is located on the Learning Web. Here are a few ideas to get started:

1. Propose an exhibition that addresses diversity or representation. Research artists that you would like to see and include images of their work and a theme for the show.
2. Consider social media as a way to reach larger communities, using apps and/or hashtags as a form of art.
3. Murals and sculptures are common forms of public art- billboards, video, and installation are also effective.

**Grading:** You will receive a team grade, worth 100 points, and an individual grade, worth 100 points, for a total of 200 points.



**Example Rubric for Critical Thinking in ARTS courses:**

<b>Evaluation Criteria:</b>	<b>1 — Poor</b>	<b>2 — Satisfactory</b>	<b>3 — Good</b>	<b>4 — Excellent</b>	<b>Score</b>
<b><i>Inquiry:</i></b> Examination of available facts, information, materials and processes	demonstrates little intellectual curiosity	demonstrates some intellectual curiosity	consistently demonstrates intellectual curiosity	demonstrates rare intellectual insight	
<b><i>Analysis and Evaluation:</i></b> Appropriately select and consider available information, materials and processes	Problems/tasks not broken into relevant component parts	Some problem/tasks broken into relevant component parts but strategies for finding solutions not fully formed	Most problems/tasks broken into relevant component parts and viable strategies for attaining solutions developed	Complex problems/tasks broken into relevant component parts	
<b><i>Synthesis of Information/Innovation:</i></b> Combine and interpret available information, materials, and processes to create a unique product (object/artwork or other artifact).	Creates solutions that are predictable, and demonstrate a minimal use of available information, materials and processes	Creates solutions that are slightly original, and demonstrate some use of available information, materials and processes	Creates solutions that are mostly original, and demonstrate competent use of available information, materials and processes	Creates solutions that are original, and demonstrate excellent use of available information, materials and processes	
<b>Total Score:</b>					

### Example Rubric for Communication in ARTS Courses

Evaluation Criteria	Poor – 1	Satisfactory – 2	Good – 3	Excellent – 4	Score
<b>Purpose</b>	Identifies the purpose but does not focus communication on the purpose. OR Purpose is unclear or not overtly stated when appropriate	Identifies the purpose. Most of the communication is appropriate to the purpose.	Clearly identifies the purpose of the communication and focuses the work on the purpose.	Clearly identifies the purpose, focuses the communication on the purpose, and demonstrates how the communication achieved its purpose.	
<b>Content Development</b>	Ideas repeated instead of developed, little evidence of understanding of the topic.	Uses appropriate and relevant content to develop ideas through some of the work.	Uses appropriate and relevant content to develop and explore ideas.	Demonstrates understanding of issues or topics by analyzing and synthesizing relevant information.	
<b>Clarity/Organization</b>	Main idea unclear and insufficiently supported by detail.	Main idea clear, needs to improve logical order of examples, and/or relevance/quality of evidence	Main idea clear. Examples follow logical order.	Focuses on issues essential to communicating the central idea, using concrete examples and evidence organized in a logical format.	
<b>Technology/Visual Elements</b>	Struggled to use technology or visual elements in a way that was helpful to the communication.	Shows some technology or visual skills to enhance communication but not at a professional level.	Technology and visual elements enhance communication at a near professional level.	Demonstrates appropriate use of technology/visual elements to enhance message and improve understanding of audience.	
<b>Grammar and Language</b>	Errors in grammar and format (spelling, punctuation, capitalization, headings).	Grammar occasionally interferes with communication. Includes some errors.	Communication is grammatically correct, interesting, demonstrates industry knowledge, connects with audience, and flows well. Limited errors	Communication is grammatically correct, interesting, demonstrates industry knowledge, connects with audience, and flows well. Error free.	
<b>Sources and Evidence</b>	Struggles to cite sources. Few references. Demonstrates weak attempts to use credible sources.	Citations mostly correct. Demonstrates an attempt to use credible and or relevant sources to support.	Cited correctly, but too few or too many examples. Demonstrates skillful use of high-quality, credible, relevant sources to develop.	Work is appropriately cited. Demonstrates skillful use of high-quality, credible, relevant sources to develop.	
<b>Total Score</b>					