

General Education Review Request

AREA I - HUMANITIES

Course Number & Title: **Art 4E Portrait Drawing**

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;

General Education Review Request

AREA I - HUMANITIES

- 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.

General Education Review Request

AREA I - HUMANITIES

Course Number & Title: **Art 4E Portrait Drawing**

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: Lab Content (Section 10)

C. Investigating the history of portrait painting.

Matching course objective(s):

From: Expanded (Section 4)

F. Since art projects cannot be precisely defined or measured they naturally offer wide latitude of interpretation. Some student assignments may be concerned with a diversity of personal experiences and cultural heritages and therefore bring these perspectives into a shared activity. The art classroom offers multiple opportunities to illustrate concepts by artists representing broad cultural and personal histories.

Matching course objective(s):

From: Expected Outcomes (Section 2)

E. Validate and value the psychological factors and stylistic differences in the depiction of the human head.

F. Students shall be able to value the diversity of the people by drawing a variety of different faces.

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

Matching course objective(s):

From: Expanded (Section 4)

F. Since art projects cannot be precisely defined or measured they naturally offer wide latitude of interpretation. Some student assignments may be concerned with a diversity of personal experiences and cultural heritages and therefore bring these perspectives into a shared activity. The art classroom offers multiple opportunities to illustrate concepts by artists representing broad cultural and personal histories.

Matching course objective(s):

From: Expected Outcomes (Section 2)

F. Students shall be able to value the diversity of the people by drawing a variety of different faces.

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

Matching course objective(s):

From: Expanded (Section 4)

F. Since art projects cannot be precisely defined or measured they naturally offer wide latitude of

General Education Review Request

AREA I - HUMANITIES

interpretation. Some student assignments may be concerned with a diversity of personal experiences and cultural heritages and therefore bring these perspectives into a shared activity. The art classroom offers multiple opportunities to illustrate concepts by artists representing broad cultural and personal histories.

Matching course objective(s):

From: Expected Outcomes (Section 2)

E. Validate and value the psychological factors and stylistic differences in the depiction of the human head.

F. Students shall be able to value the diversity of the people by drawing a variety of different faces.

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

Matching course objective(s):

From: Method of Evaluation (Section 6)

B. Daily in class critiques

C. Technical student observations and assessments

Matching course objective(s):

From: Expected Outcomes (Section 2)

E. Validate and value the psychological factors and stylistic differences in the depiction of the human head.

F. Students shall be able to value the diversity of the people by drawing a variety of different faces.

Matching course objective(s):

From: Expanded (Section 4)

F. Since art projects cannot be precisely defined or measured they naturally offer wide latitude of interpretation. Some student assignments may be concerned with a diversity of personal experiences and cultural heritages and therefore bring these perspectives into a shared activity. The art classroom offers multiple opportunities to illustrate concepts by artists representing broad cultural and personal histories.

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: Expanded (Section 4)

F. Since art projects cannot be precisely defined or measured they naturally offer wide latitude of interpretation. Some student assignments may be concerned with a diversity of personal experiences and cultural heritages and therefore bring these perspectives into a shared activity. The art classroom offers multiple opportunities to illustrate concepts by artists representing broad cultural and personal histories.

Matching course objective(s):

From: Lab Content (Section 10)

C. Investigating the history of portrait painting.

Matching course objective(s):

From: Expected Outcomes (Section 2)

E. Validate and value the psychological factors and stylistic differences in the depiction of the human head.

F. Students shall be able to value the diversity of the people by drawing a variety of different faces.

General Education Review Request

AREA I - HUMANITIES

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

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

Matching course objective(s):

From: Expanded (Section 4)

F. Since art projects cannot be precisely defined or measured they naturally offer wide latitude of interpretation. Some student assignments may be concerned with a diversity of personal experiences and cultural heritages and therefore bring these perspectives into a shared activity. The art classroom offers multiple opportunities to illustrate concepts by artists representing broad cultural and personal histories.

Matching course objective(s):

From: Expected Outcomes (Section 2)

D. Hear and respond to successful or problem areas and be able to pose solutions for areas that aren't "working."

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

Matching course objective(s):

From: Expected Outcomes (Section 2)

A. Reproduce the human head using drawing media including some of the following: charcoal, pastel, or other drawing media.

B. Detect and measure proportions by hand-eye coordination and pencil and arm length.

C. Recall the anatomy of the human head concentrating on the skeleton and the major muscles and muscle systems and apply this knowledge to a head drawing.

E. Validate and value the psychological factors and stylistic differences in the depiction of the human head.

F. Students shall be able to value the diversity of the people by drawing a variety of different faces.

Matching course objective(s):

From: Expanded (Section 4)

A. Various features of the head are studied one by one for structure. Drawing of the features are made from various angles.

B. Line drawings of the head are made from a model.

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

Matching course objective(s):

From: Expanded (Section 4)

F. Since art projects cannot be precisely defined or measured they naturally offer wide latitude of interpretation. Some student assignments may be concerned with a diversity of personal experiences and cultural heritages and therefore bring these perspectives into a shared activity. The art classroom offers multiple opportunities to illustrate concepts by artists representing broad cultural and personal histories.

C. Lectures on the history of portrait painting.

Matching course objective(s):

From: Expected Outcomes (Section 2)

E. Validate and value the psychological factors and stylistic differences in the depiction of the human head.

F. Students shall be able to value the diversity of the people by drawing a variety of different faces.

General Education Review Request

AREA I - HUMANITIES

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

Matching course objective(s):

From: Expanded (Section 4)

F. Since art projects cannot be precisely defined or measured they naturally offer wide latitude of interpretation. Some student assignments may be concerned with a diversity of personal experiences and cultural heritages and therefore bring these perspectives into a shared activity. The art classroom offers multiple opportunities to illustrate concepts by artists representing broad cultural and personal histories.

Matching course objective(s):

From: Expected Outcomes (Section 2)

E. Validate and value the psychological factors and stylistic differences in the depiction of the human head.

F. Students shall be able to value the diversity of the people by drawing a variety of different faces.

Matching course objective(s):

From: Lab Content (Section 10)

C. Investigating the history of portrait painting.

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)

A. Reproduce the human head using drawing media including some of the following: charcoal, pastel, or other drawing media.

B. Detect and measure proportions by hand-eye coordination and pencil and arm length.

C. Recall the anatomy of the human head concentrating on the skeleton and the major muscles and muscle systems and apply this knowledge to a head drawing.

D. Hear and respond to successful or problem areas and be able to pose solutions for areas that aren't "working."

E. Validate and value the psychological factors and stylistic differences in the depiction of the human head.

F. Students shall be able to value the diversity of the people by drawing a variety of different faces.

4. Expanded Description of Course Content -

A. Various features of the head are studied one by one for structure. Drawing of the features are made from various angles.

B. Line drawings of the head are made from a model.

D. Drawings of the head are made in charcoal from the model lit from various angles.

E. Instruction in the use of pastel to render the head in color.

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: Method of Evaluation (Section 6)

A. Portfolio Review

General Education Review Request
AREA I - HUMANITIES

- B. Daily in class critiques
- C. Technical student observations and assessments
- D. Peer Critique, Oral Critique

Matching course objective(s):

From: Expected Outcomes (Section 2)

- A. Reproduce the human head using drawing media including some of the following: charcoal, pastel, or other drawing media.
- B. Detect and measure proportions by hand-eye coordination and pencil and arm length.
- C. Recall the anatomy of the human head concentrating on the skeleton and the major muscles and muscle systems and apply this knowledge to a head drawing.

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

Matching course objective(s):

From: Expected Outcomes (Section 2)

- A. Reproduce the human head using drawing media including some of the following: charcoal, pastel, or other drawing media.
- B. Detect and measure proportions by hand-eye coordination and pencil and arm length.
- C. Recall the anatomy of the human head concentrating on the skeleton and the major muscles and muscle systems and apply this knowledge to a head drawing.
- D. Hear and respond to successful or problem areas and be able to pose solutions for areas that aren't "working."

Matching course objective(s):

From: Expanded (Section 4)

- A. Various features of the head are studied one by one for structure. Drawing of the features are made from various angles.
- D. Drawings of the head are made in charcoal from the model lit from various angles.

Matching course objective(s):

From: Lab Content (Section 10)

- A. Drawing various features of the head are studied one by one for structure. A Drawing of the features are made from various angles.

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

Matching course objective(s):

From: Method of Evaluation (Section 6)

- C. Technical student observations and assessments
- D. Peer Critique, Oral Critique

Matching course objective(s):

From: Expected Outcomes (Section 2)

- D. Hear and respond to successful or problem areas and be able to pose solutions for areas that aren't "working."
- F. Students shall be able to value the diversity of the people by drawing a variety of different faces.
- C. Recall the anatomy of the human head concentrating on the skeleton and the major muscles and muscle systems and apply this knowledge to a head drawing.
- E. Validate and value the psychological factors and stylistic differences in the depiction of the human head.

General Education Review Request
AREA I - HUMANITIES

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: Expected Outcomes (Section 2)

E. Validate and value the psychological factors and stylistic differences in the depiction of the human head.

F. Students shall be able to value the diversity of the people by drawing a variety of different faces.

Matching course objective(s):

From: Expanded (Section 4)

C. Lectures on the history of portrait painting.

D. Drawings of the head are made in charcoal from the model lit from various angles.

F. Since art projects cannot be precisely defined or measured they naturally offer wide latitude of interpretation. Some student assignments may be concerned with a diversity of personal experiences and cultural heritages and therefore bring these perspectives into a shared activity. The art classroom offers multiple opportunities to illustrate concepts by artists representing broad cultural and personal histories.

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

Requesting Faculty: Hilary Ciment Date: Nov 30th 2009

Division Curr Rep: Simon Pennington Date: Dec 26th 2009

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Joe Ragey, Sam Connell, Bernie Day

Comments:

The committee has reviewed and denied the above curriculum for HUMANITIES GENERAL EDUCATION. This course does not

General Education Review Request
AREA I - HUMANITIES

meet the rigor of the DEPTH and BREATH for Humanities courses as defined and outlined above.

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