

**CREATIVE ARTS**  
**Student Learning Outcome Alignment Form**

**Course Prefix/Number: Arts 1301**

**Course Title: Art Appreciation**

| <b>Core Objective</b>           | <b>Course SLO</b>   | <b>General Learning Activities</b>   | <b>Assessment</b>   |
|---------------------------------|---|--|---|
| <b>Critical Thinking Skills</b> | 1. Students will learn different artistic time periods and the artist and media associated with each period.<br>2. Students will complete a lab notebook that incorporates the elements of design, demonstrating their ability to follow directions and interpret their knowledge from textbook and lectures. | Students will use their textbook as a basis for answering study questions. This will be reinforced by class discussion and lectures covering artists, media and artistic techniques associated with each artist/art period.  | Students will be evaluated by written exam covering each unit. Exams are multiple choice and true/false questions and are valued on a 100 point scale & Critical Thinking Rubric  |
| <b>Communication Skills</b>     | 1. Complete study questions for each required unit.<br>2. Student will complete a lab notebook that incorporates the elements of design, demonstrating their ability to follow directions and interpret their knowledge from textbook and lectures.   | Study questions are required to be completed for each unit. These questions are in preparation for the unit exam and are openly discussed and reviewed before each exam. The design notebook is compiled by each individual student and consists of individual and group project that incorporate the elements and principles of art. See attached | 1. Study questions are graded on a 100 point scale.<br>2. A. Letter grade off if not handed in on designated date.<br>B. Complete all assignments and put in order as specified in the assignment sheet. 5 pts off if missing; 3pts off if incorrect.<br>3. Each project is required to be trimmed neatly and evenly and affixed to neatly trimmed construction paper of colored copy paper. It will then be placed in a sheet protector, one project per sheet protector and |

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|                              |   |  | labeled. 5-15% off.<br><br>Communication Skills Rubric  |
| <b>Teamwork</b>              | Students will experiment with various media concentrating on artists and styles from lectures and visual materials. | Students are required to create a “Jackson Pollock” drip painting. After discussing the artist Jackson Pollock and his technique of drip painting, and color theory, each student will use their individual style and color preferences to produce a work. Students place an 18X24” canvas board flat on a table and then spread the background color on with a 3X3” piece of cardboard. Accent colors (2-3) are “dripped” on the canvas forming a pleasing composition. | Each student will receive a grade of complete or incomplete. They are also assessed on their ability to work with other students by critiquing each other’s work and discussing the elements found in that work & Teamwork Rubric   |
| <b>Social Responsibility</b> | Students will express opinion/knowledge of artist/art periods through summaries.                                    | During the viewing of audio/ visual material about artists and art periods students are required to complete a critique.   | Critiques consist of answering three questions:<br><ol style="list-style-type: none"> <li>1. What did you like about the subject?</li> <li>2. What did you find interesting about the subject?</li> <li>3. What did you dislike about the subject?</li> </ol> They are also encouraged to express their opinions and views on the material viewed & Social Responsibility Rubric. |

# CRITICAL THINKING VALUE RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric

## Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

|   | <b>Does Not Meet Any Expectations<br/>1</b>                    | <b>Meets Few Expectations<br/>2</b>   | <b>Meets Expectations<br/>3</b>  | <b>Exceeds Some Expectations<br/>4</b>   | <b>Exceeds All Expectations<br/>5</b>   |
|---|--|---|--|--|---|
| <b>Explanation of Issues</b>                | Did not state issue.   | Issue is stated without clarification or description.   | Issue is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined and/or backgrounds unknown. | Issue is stated, described, and clarified so that understanding is not seriously impeded by omissions.                         | Issue is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.                                      |
| <b>Evidence</b>                             | Does not identify the basic components of an issue             | Information is taken from sources without any interpretation. Viewpoints of experts are taken as fact, without question | Information is taken from sources with some interpretation but not enough to develop a coherent analysis or synthesis.                   | Information is taken from sources with enough interpretation to develop a coherent analysis or synthesis.                      | Information is taken from sources with enough interpretation to develop a comprehensive analysis or synthesis.  |
| <b>Influence of Context and Assumptions</b> | Did not show awareness of the issue.                           | Show an emerging awareness of present assumptions.  | Questions some assumptions. Identifies relevant information when presenting a position.  | Identifies own and others' assumptions and several relevant contexts when presenting a position.                               | Thoroughly analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.                                     |
| <b>Student's Position</b>                   | Takes no position on issue                                     | Specific position is stated but is simplistic and obvious.  | Specific position acknowledges different sides of an issue.  | Specific position takes into account the complexities of an issue. Others' points of view are acknowledged within position.    | Specific position is imaginative. Limits of position acknowledged. Other points of view are synthesized.  |
| <b>Conclusions and Related Outcomes</b>     | Does not use previously learned information in new situations. | Conclusion is inconsistently tied to some of the information discussed; related outcomes are oversimplified.            | Conclusion is logically tied to information; some related outcomes are identified.   | Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes are identified clearly | Conclusions and related outcomes are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order |

# Communication RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric and Making Learning Real

## Definition

Written communication is the development and expression of ideas in writing.

Oral Communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Visual Communication is the use of images to persuade, entertain, inform, and enlighten an observing audience of products, ideas, and messages.

|  | <b>Does Not Meet Any Expectations</b><br><b>1</b>  | <b>Meets Few Expectations</b><br><b>2</b>  | <b>Meets Expectations</b><br><b>3</b>   | <b>Exceeds Some Expectations</b><br><b>4</b>  | <b>Exceeds All Expectations</b><br><b>5</b>   |
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| <b>Quality of Information and Organization</b> | Presentation lacks main points and related details. Information lacks connection to the presentation topic. Information is not organized.  | Main points are not clear and lack significant detail. Some information is linked to the presentation topic. Information is loosely organized.   | Main points are somewhat clear but could use more detail. Most information is linked to the presentation topic. Information is organized.   | Main points are clear and detailed. Information is linked to presentation topic. Information is well organized.   | Main points are very clear and very detailed. Information is directly linked to presentation topic. Information is very organized.  |
| <b>Nonverbal Communication</b>                 | Speaker appears very uneasy and insecure. Speaker faces away from the audience or makes no eye contact. Speaker appears disengaged from the audience. Speaker uses few body motions or gestures or has gestures or movements that distract the audience. | Speaker appears uneasy and somewhat insecure. Speaker rarely faces the audience or makes eye contact. Speaker rarely appears to be engaging with the audience. Speaker uses few body motions or has gestures or movements that distract the audience.. | Speaker appears generally at ease and confident. Speaker sometimes faces the audience and maintains eye contact. Speaker sometimes appears to be engaging with the audience. Speaker's body motions and gestures neither support nor detract from presentation. | Speaker appears fairly comfortable and confident. Speaker generally faces the audience and maintains good eye contact. Speaker generally appears to be engaging with the audience. Speaker uses body motions and gestures well. | Speaker appears very comfortable and confident. Speaker consistently faces the audience and maintains good eye contact. Speaker consistently appears to be engaging with the audience. Speaker uses body motions and gestures very effectively. |
| <b>Quality of Verbal Communication</b>         | Speaker's voice is consistently too weak or too strong. Speaker fails to use inflections to emphasize key points and create interest or often uses inflections inappropriately. Speaker's talking paces is consistently too slow or too fast.            | Speaker's voice is frequently too weak or too strong. Speaker rarely uses inflections to emphasize key points and create interest or speaker sometimes uses inflections inappropriately. Speaker's talking pace is often too slow or too fast.         | Speaker's voice is generally steady strong and clear. Speaker sometimes uses inflections to emphasize key points and create interest. Speaker's talking pace is appropriate.  | Speaker's voice is steady, strong, and clear. Speaker often uses inflections to emphasize key points and create interest. Speaker's talking pace is mostly appropriate.   | Speaker's voice is very confident, steady, strong, and clear. Speaker consistently uses inflections to emphasize key points or to create interest. Speaker's talking pace is consistently appropriate.  |
| <b>Visual Tools</b>                            | Visual aids demonstrate no creativity or clarity and are often difficult to read. Presentation is weakened by the visual tools.  | Visual aids have limited creativity or clarity or are sometimes difficult to read. Presentation is not enhanced by the visual tools.   | Visual aids are reasonably creative, clear, and easy to read. Presentation is sometimes enhanced by the visual tools.   | Visual aids are usually creative, clear, and easy to read. Presentation is often enhanced by the visual tools.  | Visual aids are very creative, clear, and easy to read. Presentation is consistently enhanced by the visual tools.  |
| <b>Appropriate Use of Vocabulary</b>           | Few or no terms are included in the presentation. May or may not be used   | Several terms are included in the presentation. May or may not be used   | Most terms are included in the presentation. Generally used appropriately.  | All terms are included in the presentation. Used effectively. Used in context.  | All terms are included in the presentation. Used in unique and creative ways. Used in   |

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|   | appropriately. Lacks context.  | appropriately. May lack context.   | Generally used in appropriate context.   |   | context  |
| <b>Precision and Detail in Documents Produced</b> | Written documents have numerous errors and lack detail. Little care taken in the production. | Documents may have some errors and show some detail. Some care has been taken in production. | Evident that written documents are correct and show a general attention to detail and accuracy. General care has been taken in production. | Clearly evident that written documents are correct, detailed and accurate. Care has been taken in production. | Documents are clear, well-constructed, accurate, and show attention to detail. Extra care has been taken in the production of written documents. |
| <b>Overall Presentational Effectiveness</b>       | The presentation was weak and not effective.   | The presentation was average and somewhat effective.   | The presentation was good and effective.   | The presentation was very good and effective.   | The presentation was exceptional and extremely effective.  |

# Teamwork Skills RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric

## Definition

Teamwork is behaviors under the control of individual team members, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.

|  | <b>Does Not Meet Any Expectations</b><br><b>1</b>   | <b>Meets Few Expectations</b><br><b>2</b>                                     | <b>Meets Expectations</b><br><b>3</b>  | <b>Exceeds Some Expectations</b><br><b>4</b>  | <b>Exceeds All Expectations</b><br><b>5</b>  |
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| <b>Contributes to Team Meetings</b>                      | Does not collect any relevant information; no useful suggestions to address team's needs;   | Shares ideas but does not advance the work of the group.                      | Offers new suggestions to advance the work of the group  | Offers alternative solutions or courses of action that build on the ideas of others.  | Helps the group move forward by articulating the merits of alternative ideas or proposals  |
| <b>Facilitates the Contributions of Team Members</b>     | Often argues with team mates; doesn't let anyone else talk; occasional personal attacks and "put-downs"; wants to have things done his way and does not listen to alternate approaches; | Engages group by taking turns and listening to others without interrupting.   | Engages group by restating the views of other members and/or asking questions for clarification.   | Engages group by constructively building upon or synthesizing the contributions of others..   | Engages group by both constructively building upon and synthesizing the contributions of others as well as noticing when someone is not participating and inviting him/her to engage.                                  |
| <b>Individual Contributions Outside of Team Meetings</b> | Completes no assigned tasks outside of team meetings.   | Completes some assigned tasks by deadline.                                    | Completes all assigned tasks by deadline; work accomplished advances the project.  | Completes all assigned tasks by deadline; work accomplished and is thorough, comprehensive, and advances the project.   | Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence. |
| <b>Fosters Constructive Team Climate</b>                 | Is argumentative and does not work with the team.   | Supports a constructive group climate by treating other members respectfully. | Supports a constructive group climate by treating other members respectfully and conveying a positive attitude about the group and its work. | Supports a constructive group climate by treating other members respectfully, conveying a positive attitude about the group and its work, and motivating other group members. | Supports a constructive group climate by treating other members respectfully, conveying a positive attitude about the group and its work, motivating other group members, and providing assistance to group members.   |

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| <b>Responds to Conflict</b> | Is not present enough to engage in conflict. | Passively accepts alternate viewpoints/ideas/opinions. | Redirects focus toward common ground, toward task at hand (away from conflict).. | Identifies and acknowledges conflict and stays engaged with it. | Addresses conflict directly and helps to manage/resolve it in a way that strengthens overall group cohesiveness. |
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# Social Responsibility RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric

## Definition

Student social responsibility is the responsibility of every student for his/her actions. It is morally binding on everyone to act in such a way that the people immediately around them are not adversely affected. It is a commitment everyone has towards the society – contributing towards social, cultural and ecological causes.

|   | <b>Does Not Meet Any Expectations<br/>1</b>   | <b>Meets Few Expectations<br/>2</b>   | <b>Meets Expectations<br/>3</b>  | <b>Exceeds Some Expectations<br/>4</b>   | <b>Exceeds All Expectations<br/>5</b>  |
|---|---|---|--|--|--|
| <b>Intercultural Competence</b>   | Does not demonstrate understanding of how others may see, interpret, and experience the world differently | Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures. | Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures. | Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures. | Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.  |
| <b>Knowledge of Civil Responsibility</b>  | Provides no evidence of her/his experience in civic engagement activities.                                | Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic identity.                                       | Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.   | Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and commitment... | Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action. |
| <b>Demonstrates an ability to engage effectively in regional, national and global communities</b> | Does not demonstrate an understanding of the connection between the individual and the community.         | Has problems differentiating between regional, national, and global communities. Has difficulty identifying the unique challenges at each level.                        | Demonstrates an understanding of how communities function at the regional, national, and global levels.  | Demonstrates an understanding of the unique challenges associated with civic engagement at the different levels.   | Analyzes the ability of regional, national, and global communities or organizations to solve specific problems. Cites real life examples or evidence   |