Boise State University
Foundational Studies Program Course Application Form
Due to the Foundational Studies Program by August 19, 2011

After the Foundational Studies Program has approved a course, departments will continue through the regular department and college procedures. The approved course should be submitted to the University Curriculum Committee by October 1, 2011.

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Instructions:

1. Complete one form per course.
2. Attach this Foundational Studies Course Application Form to the back of the University Curriculum Committee “Request for Curriculum Action” form. Both forms should be submitted to the Foundational Studies Program Office by August 19, 2011.

Part I. Course Information

Course Number and Title: ART 100: Introduction to Art

Type of Foundational Studies Course – (Choose One):
[ ] DLS (Disciplinary Lens – Social Science)
[ ] DLL (Disciplinary Lens – Literature and Humanities)
[x] DLV (Disciplinary Lens – Visual and Performing Arts)
[ ] DLM (Disciplinary Lens – Mathematics)
[ ] DLN (Disciplinary Lens – Natural, Physical, and Applied Sciences)
  Includes Lab: [ ] Yes [ ] No
[ ] CID (Communication in the Discipline)
[ ] FF (Finishing Foundations)

Delivery Format(s) – (Check all that apply):
[x] Face to Face
[x] Fully Online
[ ] Hybrid
[ ] Concurrent Enrollment
[x] Other (briefly describe):
Part II. Syllabus Statement

Boise State's Foundational Studies Program provides undergraduates with a broad-based education that spans the entire university experience. ART 100 satisfies 3 credits of the Foundational Studies Program's Disciplinary Lens – Visual and Performing Arts requirements. It supports the following University Learning Outcomes, along with a variety of other course-specific goals.

ULO 9. Apply knowledge and methods characteristic of the visual and performing arts to explain and appreciate the significance of aesthetic products and creative activities

*ART 100: Introduction to Art* is intended to provide the student with an introduction to the basic language of Western visual art. Students will learn to “read” artwork through lectures and practice. Students will also learn how the formal elements of specific artworks contribute meaning and content to those pieces. The course will also examine the characteristics and qualities of different historical periods and how aesthetic ideas have developed over time. Students will become acquainted with the physical and philosophical concerns of various media as well. The course is broken down into the study of the elements and principles of design, the use and technical aspects of various media and an overview of important historical periods and movements in the development of Western visual art. This course helps to achieve the goals of the Foundations program by focusing on the following course learning outcomes.

After successful completion of this course, you will be able to:

- Write about and discuss artwork proficiently using the basic language of visual art.
- Write about and discuss artwork proficiently using the basic characteristics of various artistic media (painting, sculpture, printmaking, etc.)
- Explain the general characteristics of the major historical periods in Western visual art (i.e. the Renaissance, Modern art, etc.)
- Discuss how aesthetic ideas have developed throughout history.
- Explain how the physical and philosophical concerns of various media (i.e. painting, printmaking, textiles, sculpture) contribute meaning and content to those disciplines.
- Compare and contrast the formal and conceptual elements of various styles and movements in western art.
- Critique individual artwork through formal evaluation and personal taste.
- Analyze how your view and understanding of art and culture has changed from the beginning to the end of the course.
- Correlate your views about visual art with an understanding of some basic historical and critical discourse on art. In other words, how do your views fit into overall cultural ideas.
Part III. Design for Accessibility

In the space below, briefly describe plans for providing access to course materials and activities (or equivalent alternatives) to all students in adherence with the Americans with Disabilities Act. Although these plans may vary from instructor to instructor, the descriptions provided below should be representative of intended departmental and instructor practices. (See example statements appended to this form.)

*ART 100: Introduction to Art:* The course is presented as a combination of reading, visual and auditory information. Whenever possible visual information will be presented with verbal and written descriptions and vice-versa. Additional clarification and accommodations are always available.

From the Syllabus:
Any student who feels s/he may need accommodations based on the impact of a disability should contact me privately to discuss your specific needs. You will also need to contact the Disability Resource Center at 208-426-1583 located in the Administration Building, room 114 to meet with a specialist and coordinate reasonable accommodations for any documented disability.

For more information on BSU Disability Resource Center (DRC) see the web site at [http://drc.boisestate.edu/](http://drc.boisestate.edu/)

To schedule an appointment, contact the DRC at (208) 426-1583 or send your e-mail request to ElyseTaylor@boisestate.edu.

Part IV. Evidence of Quality Course Design

Please use the table below (column headings for this table should not be changed) to provide evidence that the course has been carefully designed and is clearly aligned with Foundational Studies Program desired ULOs. All sections of the course should share similar student learning outcomes. Teaching and Learning Activities and Assessment Methods may vary from instructor to instructor. Please use the table to report representative strategies that may be used. Assessment activities used for reporting to the Foundational Studies Program should be consistent across different sections of the course.

Please see below.
## Course Number and Title:
**ART 100: Introduction to Art**

### Course Design Table

<table>
<thead>
<tr>
<th>Foundation ULO 9 Criteria</th>
<th>Foundation ULO 9 Notions of Exemplary Work</th>
<th>Course Learning Outcomes: By the end of this course, each student should be able to…</th>
<th>Assessment Method: Evidence of Student Learning</th>
<th>Planned Teaching &amp; Learning Activities / Pedagogy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ULO 9.1: Content Knowledge</strong></td>
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<td><strong>ento and discuss artwork proficiently using the basic language of visual art.</strong></td>
<td><strong>Short written assessments of pieces of artwork</strong></td>
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<td><strong>Write about and discuss artwork proficiently using the basic characteristics of various artistic media (painting, sculpture, printmaking, etc.)</strong></td>
<td><strong>Discussion board / Readings</strong></td>
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<td></td>
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<td><strong>Explain the general characteristics of the major historical periods in Western visual art (i.e. the Renaissance, Modern art, etc.)</strong></td>
<td><strong>Lecture/image presentations</strong></td>
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<td><strong>Online “Jeopardy” style game</strong></td>
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<td><strong>Video presentations</strong></td>
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<td><strong>Skillfully discerns visual and/or performance principles</strong></td>
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<td><strong>ULO 9.2: Analytic Skills</strong></td>
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<td><strong>Individual project - create a timeline using images.</strong></td>
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<td><strong>Discuss how aesthetic ideas have developed throughout history.</strong></td>
<td><strong>Discussion board / Readings</strong></td>
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<td><strong>Videos/image presentations</strong></td>
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| ULO 9.2: Analytic Skills | Is highly perceptive about how artistic skills are used | Explain how the physical and philosophical concerns of various media (i.e. painting, printmaking, textiles, sculpture) contribute meaning and content to those disciplines. | Short essay | Short essay - review critique  
Online interactive game  
Videos/image presentations |
|                          |                                             |                                                                                     | Discussion board  
Online interactive game  
Videos/image presentations |
|                          |                                             |                                                                                     | Interactive “game-group work |
| ULO 9.3: Reasoning and Engagement | Communicates skillfully and persuasively regarding the questions generated by the work of art in this course | Compare and contrast the formal and conceptual elements of various styles and movements in western art. | Online “Jeopardy” style game  
Discussion board  
Readings  
Videos/image presentations | In-session quiz  
Discussion Board-class participation |
|                          |                                             |                                                                                     | Discussion board-class participation |
| ULO 9.3: Reasoning and Engagement | Develops insights independent of those offered in class/incorporates them into written & oral work | Critique individual artwork through formal evaluation and personal taste. | Short essay  
Discussion board/Blog | Short essay-review critique  
Discussion board/Blog-class participation |
<p>|                          |                                             |                                                                                     | Discussion board/Blog-class participation |
| ULO 9.4: Appreciative Skills | Accepts (as either creator or audience member) approaches that differ from one’s own | Analyze how your view and understanding of art and culture has changed from the beginning to the end of the course. | Discussion board/Blog | Discussion board/Blog-class participation |</p>
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<tr>
<td>ULO 9.4: Appreciative Skills</td>
<td>Capable of evaluating artistic forms, ideas, and techniques that differ from one’s own preferences; explores differences in depth</td>
<td>Correlate your views about visual art with an understanding of some basic historical and critical discourse of art. In other words, how do your views fit into overall cultural ideas.</td>
<td>Short essay</td>
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<td>Lecture/image presentations</td>
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</table>

5-16-2013

Foundational Studies Program Director Signature

Date