

FA 113 **Section X** - Painting I

**DONNELLY COLLEGE**

**SEMESTER**

**DAYS/TIMES**

**ROOM**

3 credit hours

**INSTRUCTOR INFORMATION:**

Name:

Office:

Office hours:

Telephone:

E-mail address:

**COURSE DESCRIPTION:**

This course offers experience in tempera, watercolor and acrylic painting. Various techniques will be rendered while the elements and principles of design are evaluated in compositions. Out-of-class reading, reports and field trips are required to recognize the artist's skills and painting categories.

**PREREQUISITES:**

College Placement

**REQUIRED TEXTBOOK & SUPPLIES:** Basic painting supplies will be provided. You will need to do your own research outside of class for Midterm and Final paper/ presentations. Art books are available in the classroom for research assignments and may be signed out.

**PHILOSOPHY OF GENERAL EDUCATION:**

Donnelly College has consistently maintained a strong commitment to the liberal arts and sciences as a foundation for a complete education. The faculty strongly believes that the liberal arts and sciences provide the context through which students can engage with the larger questions about students' place in the world and their pursuit of truth. Therefore, the College's general education requirements are designed to ensure that liberal arts and sciences graduates develop a breadth of content knowledge and the skills and abilities which will enable them to become educated participants in a diverse global community.

**DONNELLY COLLEGE LEARNING OUTCOMES:**

1. **Communication Skills:** Students will communicate effectively in writing and speaking.
2. **Technology and Information Literacy Skills:** Students will demonstrate proficiency in information literacy skills.
3. **Symbolic Problem Solving:** Students will demonstrate competency in qualitative and quantitative problem solving.
4. **Analytical Thinking:** Students will employ reflective thinking to evaluate diverse ideas in the search for truth.
5. **Personal and Interpersonal Skills:** Students will develop an understanding across cultural differences locally, nationally, and internationally.
6. **Academic Inquiry:** Students will engage independently and effectively in lifelong learning.
7. **Values:** Students will demonstrate moral and ethical behavior in keeping with our Catholic identity.

**LIBERAL ARTS AND SCIENCES PROGRAM LEARNING OUTCOMES:**

In addition to the general education learning outcomes – communication skills, technology and information literacy skills, symbolic problem solving, analytical thinking, personal and interpersonal

skills, academic inquiry, and values – upon successful completion of the Associate of Arts in Liberal Arts degree, the graduate should be able to demonstrate:

1. Proficiency and creativity in written and verbal communication.
2. Effective use of current technology in support of academic work.
3. Proficient use of qualitative and quantitative methods in problem solving.
4. Critical and Analytic thinking across a range of disciplines.
5. A commitment to ethics and integrity in academic and professional relationships, within the community and the environment.
- 6a. The ability to conduct research using sources, strategies, and approaches across disciplines. (AA)
- 6b. Use of the scientific method. (AS)

**FA 113: PAINTING I STUDENT LEARNING OUTCOMES**

Upon completion of FA 113, the student will have the ability to

1. Compose a descriptive essay employing the basic terminology of painting.
2. Execute basic paintings including composition, space and media characteristics and surfaces, color theory, watercolor techniques, landscapes and the human figure.
3. Critique each other’s work as well as their own using professional vocabulary and protocols.

Donnelly College Learning Outcomes	Associate of Arts Program Learning Outcomes	Student Learning Outcomes for FA 113: Painting I	Performance Indicator
1. Students will communicate effectively in writing and speaking.	1. Students will demonstrate proficiency and creativity in written and verbal communication.	1. Students will have the ability to compose a descriptive essay employing the basic terminology of painting.	Students will compose a Master Painter Essay, earning a C or higher score.
2. Students will demonstrate proficiency in information literacy skills.	2. Students will demonstrate effective use of current technology in support of academic work.		
3. Students will demonstrate competency in qualitative and quantitative problem solving.	3. Students will demonstrate proficient use of qualitative and quantitative methods in problem solving.		
4. Students will employ reflective thinking to evaluate diverse ideas in the search for truth.	4. Students will demonstrate critical and Analytic thinking across a range of disciplines.	2. Students will have the ability to execute basic paintings including composition, space and media characteristics and surfaces, color theory, watercolor techniques, landscapes and the human figure.	Student will produce a complete final portfolio, earning at least a C score.

<p>5. Students will develop an understanding across cultural differences locally, nationally, and internationally.</p>	<p>5. Students will demonstrate a commitment to ethics and integrity in academic and professional relationships, within the community and the environment.</p>	<p>3. Students will have the ability to critique each other's work as well as their own using professional vocabulary and protocols.</p>	<p>Student will participate in classroom critiques, earning at least a C average.</p>
<p>6. Students will engage independently and effectively in lifelong learning.</p>	<p>6a. Students will demonstrate the ability to conduct research using sources, strategies, and approaches across disciplines.</p>		
<p>7. Students will demonstrate moral and ethical behavior in keeping with our Catholic identity.</p>	<p>5 (repeated). Students will demonstrate a commitment to ethics and integrity in academic and professional relationships, within the community and the environment.</p>		

**\* Highlighted outcome will be assessed Spring 2018**

**Rubric: Analytical Writing for Fine Arts Research Papers/ Presentations**

	<b>Excellent</b>	<b>Competent</b>	<b>Not Acceptable</b>		
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Presentation</b>					
1. The purpose and focus are clear and consistent.					
2. The main claim is clear, significant, and challenging.					
3. Organization is purposeful, effective, and appropriate.					
4. Sentence form and word choice are varied and appropriate.					
5. Punctuation, grammar, spelling, and mechanics are appropriate.					
<b>Content</b>					
6. Information and evidence are accurate, appropriate, and integrated effectively.					
7. Claims and ideas are supported and elaborated.					
8. Alternative perspectives are carefully considered and represented.					
<b>Thinking</b>					

9. Connections between and among ideas are made.					
10. Analysis/synthesis/evaluation/interpretation are effective and consistent.					
11. Independent thinking is evident.					
12. Creativity/originality is evident.					
<b>Assignment Specific Criteria</b>					
13. Responds to all aspects of the assignment.					
14. Documents evidence appropriately.					
15. Considers the appropriate audience/implied reader.					
16. Research meets project expected criteria; plentiful sources and citations done correctly and efficiently.					
<b>Professionalism 10%</b>					
17. Participates and is involved in class discussions and activities.					
18. Meets deadlines and time frames for delivery of projects.					

**OVERALL EVALUATION:**

Excellent

Competent

Not Acceptable

**(18 Criteria = 72 possible points at 1.39% each out of 100%)**

**Points** \_\_\_\_\_

**Grade** \_\_\_\_\_

**Painting I**  
**Grading Rubric**

**Studio Fundamentals (25 pts)**

Work shows exceptional understanding and application of fundamentals from current unit as well as incorporation of previous fundamentals. 20-25 points

Understands and applies the fundamentals taught in current unit as well as incorporates other fundamentals from previous units. 15-20 points

Work shows minimal application of fundamentals taught in current unit and does not apply fundamentals from previous units. 10-15 points

Work displays little to no attention to fundamentals. 0-10 points

**Concept (25 pts)**

Exceptional sophisticated idea or concept that is clear and thought provoking. 20-25 points

Good concept that was clearly articulated in the piece. 15-20 points

Idea is commonplace or vague, and/or is not well expressed in the piece. 10-15 points

Conceptually weak, project treated merely as a technical exercise. 0-10 points

**Creativity (25 pts)**

Work exhibits exceptional evidence of thought regarding the execution and solution to the given problem. The resulting image displays a strong personal voice and willingness to go beyond fulfillment of the assignment. 20-25 points

Work exhibits sufficient evidence of thought regarding the execution and solution to the given problem. The image displays a personal voice. 15-20 points

Work exhibits minimal evidence of thought regarding the execution and solution to the given problem and fulfills the assignment. 10-15 points

Work shows little to no thought and displays no personal voice. 0-10 points

**Craftsmanship (25 pts)**

Exceptional care & skill displayed in craftsmanship and application of the fundamentals. Tools are used to their maximum advantage resulting in a cohesive piece. 20-25 points

Good care & skill displayed in craftsmanship and application of the fundamentals. Tools used to good effect, resulting in a highly refined piece with some existing problems. 15-20 points

Minimal care and skill displayed in craftsmanship and application of the fundamentals. Apparent that project was merely completed. 10-15 points

Little to no effort displayed in craftsmanship and application of the fundamentals. 0-10 points

**COURSE REQUIREMENTS and GRADING POLICY:**

Assignments	Points
<b>Total Possible Points</b>	

**GRADING SCALE:**

Example: Grades will be assigned according to the following scale.

A: 90%-100%	900 - 1000
B: 80%-89%	800 - 899
C: 70%-79%	700 -799
D: 60%-69%	600 - 699
F: Below 60%	599 points and below

**EXPLANATION OF ASSIGNMENTS:**

**COURSE POLICIES:**

**WITHDRAWAL FROM COURSES OR FROM SCHOOL:** It is the responsibility of the student to withdraw from class. If a student decides to withdraw from a class, ideally, they should see an advisor and the financial aid staff before taking the withdrawal form to the Registrar's office for processing. However, any verifiable contact (e-mail, fax, phone, mail, etc.) with authorized college personnel expressing the student's intent to withdraw from a class will be honored.

If students withdraw before they have earned their financial aid, they will owe Donnelly College a debt for the unearned portion of the financial aid as well as for any unpaid balances (subject to the College's refund policy). Not attending class is not a withdrawal from class.

**Donnelly College reserves the right to withdraw a student from class(es) if the student does not meet their financial obligations, including two missing or incomplete payments, or loss of financial aid.** Faculty may initiate an administrative withdrawal on the basis of non-attendance. In extreme circumstances (i.e. a disciplinary problem), the Vice President of Academic Affairs may initiate an administrative withdrawal. The student remains responsible for the tuition owed in this instance.

The deadlines for withdrawing from classes are as follows:

14 to 16 weeks	3 weeks before the end of the class
6 to 8 weeks	7 weekdays before the end of class
4 to 5 weeks	4 weekdays before the end of class
Less than 4 weeks	Withdrawals are not allowed

Withdrawal deadline dates will be published in the academic calendar.





