

# Reedley College Proposed Course Modification

Course # / Title      Art 13 /Beginning Watercolor Painting

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## CHECK OFF SHEET

**PRELIMINARY STEPS.** Do before completing Course Modification Form.

(EACH BOX SHOULD BE CHECKED AS COMPLETED BEFORE SUBMISSION.)

1. Communicate with the Curriculum Chair regarding intent to modify an existing course outline (recommended, not required).
2. List term for implementation of modifications:  
       Fall 2010       Spring \_\_\_\_\_       Summer \_\_\_\_\_

3. Check one:  
Do not complete Fresno City College course alignment page if:  
\_\_\_\_\_ No similar course or program at FCC.  
 Course currently in common with FCC course or accepted in lieu of and changes will not affect status.

Complete Fresno City College course alignment page if:  
\_\_\_\_\_ Course currently in common with FCC course or accepted in lieu of. Changes may affect status. Consult with counterparts at FCC and complete alignment page  
\_\_\_\_\_ Course not in common or accepted in lieu of but may be with proposed changes consult with FCC counterparts

4. Changes sought in the following:
- |                             |           |             |
|-----------------------------|-----------|-------------|
| CSU General Education Code  | Yes _____ | No <u>X</u> |
| Transfer Baccalaureate List | Yes _____ | No <u>X</u> |

If yes to either, schedule an appointment with the Articulation Officer

5. Changes sought in number of repeats for credit:
- |                                     |     |
|-------------------------------------|-----|
| _____                               | Yes |
| <input checked="" type="checkbox"/> | No  |

If yes, secure a **Course Repetition** form from the Curriculum Office.

## PROPOSED COURSE MODIFICATION FORM

- Appropriate sections of Course Outline of Record completed.

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**FINAL** steps (Do after completing Course Outline of Record)

1. Signature Form. Secure signatures of the Department Chair and the Associate Dean before submitting the completed course proposal to the Curriculum Office.
2. Program Description. Course modification will change an existing program which is or will be described in the college catalogue.
- |       |     |                                     |    |
|-------|-----|-------------------------------------|----|
| _____ | Yes | <input checked="" type="checkbox"/> | No |
|-------|-----|-------------------------------------|----|

If yes, complete **Program Description Form** before submitting modification.

3. Final Check. All items above have been completed and checked off before modification is submitted.

**Reedley College  
PROPOSED COURSE MODIFICATION**

All changes and modifications in the official course outline must come to the Curriculum Committee. Though minor changes may seem obvious, even these need to come to committee for information and to update the official curriculum. Changes in programs or in several department offerings should be submitted together if possible so that the whole picture is clear.

**OUTLINE. Please fill in current existing course number, title, and units for course to be modified.**

Department Art Course No. 13  
 Course Title Beginning Watercolor Painting Units 3.0  
 Effective Date Fall 2010

**A. PROPOSED CHANGES.  
(Indicate below all proposed changes to be made in the course outline.)**

**I. Cover Page**

- |  |   |
|--|---|
| <input type="checkbox"/> 1. Course ID  | <input type="checkbox"/> 8. Classification (Degree applicable, Non-degree applicable, or Pre-collegiate Basic skills) |
| <input type="checkbox"/> 2. Course Title   | <input type="checkbox"/> 9. General Education Pattern, Graduation Requirement, and Major Category                     |
| <input type="checkbox"/> 3. Units  | <input type="checkbox"/> 10. General Education Pattern/Baccalaureate (CSU)  |
| <input type="checkbox"/> 4. Lecture/Lab Hours                                      | <input type="checkbox"/> 11. Repeatability  |
| <input type="checkbox"/> 5. Grading Basis  | <input type="checkbox"/> 12. Catalog Description  |
| <input type="checkbox"/> 6. Entrance Skills: Basic Skills Prerequisites/Advisories |   |
| <input type="checkbox"/> 7. Subject Prerequisites/Corequisites/Advisories          |   |

Other pages

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> II. Course Outcomes | <input type="checkbox"/> VI. Methods of Grading                                 |
| <input type="checkbox"/> III. Course Objectives         | <input type="checkbox"/> VII. Levels of Educational Materials                   |
| <input type="checkbox"/> IV. Course Content Outline     | <input type="checkbox"/> <b>Additional Pages (optional depending on course)</b> |
| <input type="checkbox"/> V. Approved Readings           | <input type="checkbox"/> Request for Repeatability/Limitation on Enrollment     |

**B. DESCRIPTION OF CHANGES AND MODIFICATIONS.**

ITEM NO.	CHANGED FROM	CHANGED TO	REASON
VI.	(see outline, changes are highlighted)	(see outline)	Consolidation of Student Learning Outcomes.
IV. VII.	Old books	New Books	Update reading materials/books

*(Additional sheets may be attached if necessary.)*

**C. EXPLANATIONS.** If course modification results in changes in the program which will require use of the program description form, please give rationale.

**Please attach the complete outline before modifications to this form. If only the first page of the outline is being modified, also attach the new first page. If other pages of the outline are being modified, please attach the complete new outline.**

# SIGNATURE FORM

*Submission/Recommendation/Action*

Course Department and Number: Art 13

Course Title: Beginning Watercolor Painting

Effective Date: Fall 2010

1. Submitted By: Steve Norton Date: 02/09/10

2. Reviewed by Department: \_\_\_\_\_ Date: \_\_\_\_\_  
Department Chair's Signature  
Attach department recommendation. (optional)

3. Received/Reviewed by Dean of Instruction: \_\_\_\_\_ Date: \_\_\_\_\_  
Dean's Signature

4. Approved by Curriculum Committee on: \_\_\_\_\_  
Date

\_\_\_\_\_  
Curriculum Committee Chair Date

\_\_\_\_\_  
Vice President of Instruction Date

5. Reviewed by Articulation Officer: \_\_\_\_\_ Date: \_\_\_\_\_

CSU GE Code submitted for articulation: \_\_\_\_\_



## CREDIT COURSE OUTLINE

### I. COVER PAGE

(1)  
Course ID: ART 13

(2)  
Course Title: Beginning Watercolor Painting

(3)  
Units: 3.0

<p>(4) Lecture / Lab Hours:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2">Semester course</td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> <tr> <td style="padding-left: 20px;">Hours per week</td> <td>Lec hrs:</td> <td style="border: 1px solid black; text-align: center;">2</td> <td></td> </tr> <tr> <td></td> <td>Lab hrs:</td> <td style="border: 1px solid black; text-align: center;">4</td> <td></td> </tr> <tr> <td colspan="4">Lab will generate _____ hour(s) per week outside work.</td> </tr> </table> <p>Short-term course:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-left: 20px;">Hours per course</td> <td>Lec hrs:</td> <td style="border: 1px solid black; width: 50px;"></td> </tr> <tr> <td></td> <td>Lab hrs:</td> <td style="border: 1px solid black;"></td> </tr> <tr> <td colspan="3">Lab will generate _____ total hour(s) outside work.</td> </tr> </table> <p>(5) Grading Basis:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-left: 20px;">Grading scale only</td> <td style="border: 1px solid black; width: 50px;"></td> </tr> <tr> <td style="padding-left: 20px;">CR/NC option</td> <td style="border: 1px solid black; text-align: center;">x</td> </tr> <tr> <td style="padding-left: 20px;">CR/NC only</td> <td style="border: 1px solid black;"></td> </tr> </table> <p>(6) Basic Skills Prerequisites:</p> <p>Basic Skills Advisories: Eligibility for ENGL 125, ENGL 126</p> <p>(7) Subject Prerequisites:</p> <p>Subject Corequisites:</p> <p>Subject Advisories:</p> <p>(12) Catalog Description:</p> <p>Emphasis is on developing basic skills in watercolor painting. Through lecture and studio practice, students learn representational, abstract, non-objective, and conceptual approaches/techniques to painting. Traditional and experimental techniques are explored.</p>	Semester course				Hours per week	Lec hrs:	2			Lab hrs:	4		Lab will generate _____ hour(s) per week outside work.				Hours per course	Lec hrs:			Lab hrs:		Lab will generate _____ total hour(s) outside work.			Grading scale only		CR/NC option	x	CR/NC only		<p>(8) Classification:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-left: 20px;">Degree applicable:</td> <td style="border: 1px solid black; text-align: center;">x</td> </tr> <tr> <td style="padding-left: 20px;">Non-degree applicable:</td> <td style="border: 1px solid black;"></td> </tr> <tr> <td style="padding-left: 20px;">Pre-collegiate basic skills:</td> <td style="border: 1px solid black;"></td> </tr> </table> <p>(9) RC Fulfills AS/AA degree requirement: (area)</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-left: 20px;">General education category:</td> <td style="border: 1px solid black; text-align: center;">C</td> </tr> <tr> <td colspan="2">Major: _____ ART</td> </tr> </table> <p>(10) CSU: Baccalaureate:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-left: 20px;">(11) Repeatable: (A course may be repeated three times)</td> <td style="border: 1px solid black; text-align: center;">3</td> </tr> </table> <p style="text-align: center;">For Office Use Only</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">CATID: 101725.02</td> <td style="width: 50%;">DATATEL: 3931</td> </tr> <tr> <td>Course LHE: 5.00</td> <td>Unit Code: 244010</td> </tr> <tr> <td>VEA Code: N</td> <td>SAM Priority: E</td> </tr> <tr> <td>TOPS Code: 1002.00</td> <td>Effective Date: Fall 2003</td> </tr> <tr> <td>CSU/Transfer Code: F Purpose : A</td> <td>Replaces: 101725.01</td> </tr> <tr> <td>CAN : Transfer Status : A (CSU/UC)</td> <td>Replaced by: Date:</td> </tr> </table>	Degree applicable:	x	Non-degree applicable:		Pre-collegiate basic skills:		General education category:	C	Major: _____ ART		(11) Repeatable: (A course may be repeated three times)	3	CATID: 101725.02	DATATEL: 3931	Course LHE: 5.00	Unit Code: 244010	VEA Code: N	SAM Priority: E	TOPS Code: 1002.00	Effective Date: Fall 2003	CSU/Transfer Code: F Purpose : A	Replaces: 101725.01	CAN : Transfer Status : A (CSU/UC)	Replaced by: Date:
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**II. COURSE OBJECTIVES:**

*(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)*

In the process of completing this course, students will be able to:

- A. Identify, discuss, and integrate the Elements and Principles of Design into the painting process.
- B. Identify, discuss, and use historical and contemporary painting techniques and media.
- C. Create the illusion of space and volume on a two-dimensional surface using various painting techniques and aerial perspective.
- D. Differentiate between representational, abstract, non-objective, and conceptual paintings.
- E. Paint in representational, abstract, non-objective, and conceptual ways.
- F. Think of creative solutions to painting and design exercises and problems.
- G. Begin to make aesthetic decisions autonomously.
- H. Use vocabulary that is specific to the watercolor painting.
- I. Critique formal and subjective aspects of paintings individually and in groups.
- J. Express oneself through the painting process.

**III. COURSE CONTENT OUTLINE:**

- A. Watercolor Media/Supplies
  1. Brushes
    - a. Kolinsky sable
    - b. "Combo"
    - c. Synthetic
  2. Pigments
    - a. Artist Quality
    - b. Student Quality
  3. Paper
    - a. Sheets
      - 1) mould made
      - 2) handmade
      - 3) Rag vs. wood pulp
        - a) Archival PH
        - b) Sizing
        - c) Absorbency
    - b. Blocks
    - c. Stretching
      - 1) Board/staple gun
      - 2) Board/Tape
    - d. Surfaces
      - 1) Hot press
      - 2) Cold press
      - 3) Rough
    - e. Weights (300, 260, 140, 90 pound)
  4. Miscellaneous
    - a. Palettes
    - b. Masking fluid
    - c. Tracing paper

- d. Cup (for cleaning brushes)

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- e. Bucket (clean water source)
- f. 3-H pencil
- g. Oil free erasers

B. Paint Application Methods

- 1. Washes
  - a. Flat
  - b. Gradated
- 2. Glazing
- 3. Dry brush
- 4. Wet in wet
  - a. Shiny wet (flooded paper: less control, looser effect)
  - b. Dull wet (semi-dry paper: thicker paint, more control, tighter effect)
- 5. Creating Texture
  - a. Sponge
  - b. Scumbling
  - c. Plastic Wrap
  - d. Alcohol
  - e. Dropping objects in wet paint
  - f. Lifting
  - g. Scraping

C. Color Theory

- 1. Color Wheel
  - a. Primary
  - b. Secondary
  - c. Intermediate (Tertiary)
- 2. Terms/Concepts
  - a. Value
  - b. Monochromatic
  - c. Analogous
  - d. Scheme
  - e. Palette
- 3. Color Schemes
  - a. Primary triad
  - b. Secondary triad
  - c. Intermediate triad (2)
  - d. Split-complimentary
  - e. Clash
  - f. Quad

D. Brief Historical Overview

- 1. German (Northern Renaissance, 1490)
- 2. Dutch (16<sup>th</sup> & 17<sup>th</sup> Century)
- 3. English (18<sup>th</sup> Century)
- 4. English (19<sup>th</sup> Century)
- 5. American (19-20<sup>th</sup> Century)
- 6. European (19-20<sup>th</sup> Century)
- 7. Global/Contemporary

- E. Painting Composition
  - 1. The Elements of Design
  - 2. Line
  - 3. Shape
  - 4. Form
  - 5. Color
  - 6. Value
  - 7. Texture
  - 8. Time & Motion
  - 9. Space
  
- F. The Principles of Design
  - 1. Unity
  - 2. Balance
  - 3. Emphasis
  - 4. Rhythm
  - 5. Pattern
  - 6. Directional Forces
  
- G. Painting Content
  - 1. Realism (Use Multicultural Examples)
  - 2. Abstraction (Use Multicultural Examples)
    - a. Progressive
    - b. Organic
    - c. Geometric
    - d. Distortion
    - e. Non-objective
  - 3. Conceptual
    - a. Signals, Signs and Symbols Defined

#### IV. APPROPRIATE READINGS

*Reading assignments may include but are not limited to the following:*

1. Sample Text Title:

Wonderful World of Watercolor: Learning and Loving Transparent Watercolor, Mary Baumgartner, Watson-Guptill, 2008.  
ISBN-13: 978-0823099108

Paint Watercolors that Dance with Light, Elizabeth Kincaid, North Light Books, 2008.  
ISBN-13: 978-1600611933

How to Make a Watercolor Paint Itself: Experimental Techniques for Achieving Realistic Effects, Nita Engle, Watson-Guptill, 2007. ISBN-13: 978-0823099771

x	Global or international materials or concepts are appropriately included in this course
x	Multicultural materials and concepts are appropriately included in this course.

If either line is checked, write a paragraph indicating specifically how global/international and/or multicultural materials and concepts relate to content outline and/or readings.

Paintings from many geographical locations and cultures are studied in the historical overview of painting methods and materials.



**V. METHODS TO MEASURE STUDENT ACHIEVEMENT AND DETERMINE GRADES:**

Students in this course will be graded in at least one of the following four categories. Please check those appropriate. A degree applicable course must have a minimum of one response in category A, B or C.

<b>A. Writing</b>			
<i>Check either 1 or 2 below</i>			
X	1. <b>Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.</b>		
	2. <b>Substantial writing assignments are NOT required. If this box is checked leave this section blank. For degree applicable courses you must complete category B and/or C.</b>		
	a. essay exam(s)		d. written homework
X	b. term or other papers(s)		e. reading reports
	c. laboratory reports	X	f. other (specify) written critiques

**Required assignments may include but are not limited to the following:**

1. Written/oral research report summarizing the life, working process, and paintings of a master watercolorist
2. Written/oral research report chronicling the development/evolution of Watercolor history.
3. Written/oral research: global perspectives (multicultural Art)
4. Written/oral critiques of masters' works
5. Written/oral critiques of student work
6. Written/oral self-evaluations/critiques

<b>B. Problem Solving</b>			
1. Computational or non-computational problem-solving demonstrations, including:			
x	a. exam(s)		d. laboratory reports
x	b. quizzes		e. field work
x	c. homework problems	x	f. other (specify) <b>sketchbook and painting assignments</b>

**Required assignments may include, but are not limited to the following:**

1. Quizzes and exams covering course content (see outline)
2. Weekly painting homework assignments/exercises
3. Finished paintings

<b>C. Skill demonstrations, including:</b>			
x	a. class performance(s)		c. performance exam(s)
	b. field work		d. other (specify

**Required assignments may include, but are not limited to the following:**

Active participation in classroom (studio) learning activities. Students follow instructions, engage in instructor directed exercises and assignments; participate in discussions and critiques, and work to build painting skills with focused, disciplined, measurable effort.

1. Gradated and flat wash studies
2. Cubism: practicing monochromatic gradated washes
3. Color charts: wheel, mixing, schemes, defining terms
4. Landscape painting: aerial perspective, wet in wet/glazing
5. Texture sample sheet (various techniques, choice of subject matter)
6. Texture painting: smooth vs rough
7. Wet in wet: crisp positive space, blurry (yet recognizable & representational) negative space
8. Using symbols to create meaning
9. Abstraction, choose two: Progressive, organic, geometric, distortion, non-objective
10. Conceptual: Mixed-media (collage, watercolor pencils, watercolor crayons, acrylic, etc.)
11. Painting done in four historical styles
12. Personal expression: Using symbols to create meaning

<b>D. Objective examinations, including:</b>			
x	a. multiple choice	x	d. completion
x	b. true/false	x	e. other (specify) essay
x	c. matching items		

Description/Explanation: Based on the categories checked, it is the recommendation of the department that the instructor's grading methods fall within the following departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor. The instructor's syllabus must reflect the criteria by which the student's grade has been determined. (A minimum of five (5) grades must be recorded on the final roster.)

If several methods to measure student achievement are used, indicate here the approximate weight or percentage each has in determining student final grades.

10 -15 small paintings or 5 – 7 large paintings:	50%
Midterm painting critique (oral):	5%
Midterm painting critique (written):	5%
Final painting critique (oral):	5%
Final painting critique (written):	5%
Other written assignments and/or sketchbook:	10%
Quizzes/Exams	20%
	100%

Course ID: ART 13

Course Title: Beginning Watercolor

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**VI. COURSE OUTCOMES:**

*(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)*

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

1. Create a portfolio of artwork demonstrating a beginning level proficiency in watercolor painting, while addressing issues of form and content.
2. Demonstrates comprehension of the visual vocabulary of art through the creation of artwork.
3. Critique works of art.

**FOR DEGREE APPLICABLE COURSES**

Course ID: ART 13

Course Title: Beginning Watercolor

**VII. EDUCATIONAL MATERIALS**

For degree applicable courses, the adopted texts, as listed in the college bookstore, or instructor-prepared materials have been certified to contain college-level materials.

Validation Language Level (check where applicable):		College-Level Criteria Met	
		Yes	No
	Textbook	x	
	Reference materials	x	
	Instructor-prepared materials	x	
	Audio-visual materials	x	
Indicate method of evaluation:			
	Used readability formulae (grade level 10 or higher)		
x	Text is used in a college-level course		
	Used grading provided by publisher		
	Other: (please explain; relate to Skills Levels)		
<b>Computation Level</b> (Eligible for MATH 101 level or higher where applicable)			
<b>Content</b>			
	Breadth of ideas covered clearly meets college-level learning objectives of this course	x	
Presentation of content and/or exercises/projects:			
	Requires a variety of problem-solving strategies including inductive and deductive reasoning.	x	
	Requires independent thought and study		
	Applies transferring knowledge and skills appropriately and efficiently to new situations or problems.	x	
<b>List of Reading/Educational Materials</b>			
Text (sample):			
<u>Wonderful World of Watercolor: Learning and Loving Transparent Watercolor</u> , Mary Baumgartner, Watson-Guptill, 2008. ISBN-13: 978-0823099108			
<u>Paint Watercolors that Dance with Light</u> , Elizabeth Kincaid, North Light Books, 2008. ISBN-13: 978-1600611933			
<u>How to Make a Watercolor Paint Itself: Experimental Techniques for Achieving Realistic Effects</u> , Nita Engle, Watson-Guptill, 2007. ISBN-13: 978-0823099771			
<b>Comments:</b>			
	This course requires special or additional library materials (list attached).		
x	This course requires special facilities: Art studio with tables and sink		

TARGET COURSE	ART 13	Beginning Watercolor	
	Number		Title

BASIC SKILLS ADVISORIES PAGE The skills listed are those needed for eligibility for English 125, 126, and Math 101. These skills are listed as the outcomes from English 252, 262, and Math 250. In the right hand column, list at least three major basic skills needed at the beginning of the target course and check off the corresponding basic skills listed at the left.

<p>Math Skills (eligibility for Math 101) (as outcomes for Math 250)</p> <p><input type="checkbox"/> Performing the four arithmetic operations on whole numbers, arithmetic fractions, and decimal fractions.</p> <p><input type="checkbox"/> Making the conversions from arithmetic fractions to decimal fractions, from decimal fractions to percents, and then reversing the process.</p> <p><input type="checkbox"/> Applying the concepts listed above to proportions, percents, simple interest, markup and discount.</p> <p><input type="checkbox"/> Applying the operations of integers in solving simple equations.</p> <p><input type="checkbox"/> Converting between the metric and English measurement systems</p>	
<p>Reading Skills (eligibility for English 126) (as outcomes for English 262)</p> <p><input checked="" type="checkbox"/> Using phonetic, structural, contextual, and dictionary skills to attack and understand words.</p> <p><input checked="" type="checkbox"/> Applying word analysis skills to reading in context.</p> <p><input checked="" type="checkbox"/> Using adequate basic functional vocabulary skills.</p> <p><input checked="" type="checkbox"/> Using textbook study skills and outlining skills.</p> <p><input checked="" type="checkbox"/> Using a full range of literal comprehension skills and basic analytical skills such as predicting, inferring, concluding, and evaluating.</p>	<p>1. Ability to read labels of potentially hazardous materials</p> <p>2. Ability to understand technical terms and their use.</p> <p>3. Ability to interpret written directions and apply to visual forms.</p> <p>4. Ability to read text material.</p>
<p>Writing Skills (eligibility for English 125) (as outcomes for English 252)</p> <p><input checked="" type="checkbox"/> Writing complete English sentences and avoiding errors most of the time.</p> <p><input checked="" type="checkbox"/> Using the conventions of English writing: capitalization, punctuation, spelling, etc.</p> <p><input checked="" type="checkbox"/> Using verbs correctly in present, past, future, and present perfect tenses, and using the correct forms of common irregular verbs.</p> <p><input checked="" type="checkbox"/> Expanding and developing basic sentence structure with appropriate modification.</p> <p><input checked="" type="checkbox"/> Combining sentences using coordination, subordination, and phrases.</p> <p><input checked="" type="checkbox"/> Expressing the writer's ideas in short personal papers utilizing the writing process in their development.</p>	<p>1. Ability analyze paintings and write coherent critiques, self-evaluations.</p> <p>2. Ability to write coherent research reports.</p> <p>3. Ability to take information from numerous sources and summarize, organize, synthesize, rewrite (etc.) that information into a cohesive personalized paper.</p>

Check the appropriate spaces.

- Eligibility for Math 101 is **advisory** for the target course.
- Eligibility for English 126 is **advisory** for the target course.
- Eligibility for English 125 is **advisory** for the target course.

*If the reviewers determine that an advisory or advisories in Basic Skills are all that are necessary for success in the target course, stop here, provide the required signatures, and*

forward this form to the department chair, the appropriate associate dean, and the curriculum committee.

Content review completed by \_\_\_\_\_ Date \_\_\_\_\_

## Reedley College

### REQUEST FOR COURSE REPEATABILITY (For reasons other than alleviating substandard work)

Course ID: ART 13	Course Title: Beginning Watercolor	Date: 3/3/03
Number of times course may be repeated, excluding initial enrollment (1, 2, or 3):		3
<b>or</b>		
Maximum units to which course may be repeated, including initial enrollment:		
<b>The following information is required under Title V, Part VI, Section 58161</b>		
<p>1. Explain how the course content differs each time it is offered: Each time a student repeats the painting course he/she continues to develop their skills technically and conceptually. Although given assignments may be the same or similar each semester, the student's response to the assignment will be different. New work will be generated that will be representative of the student's growth since the previous instructional period.</p>		
<p>2. Using reasons "A" or "B" listed below, explain how the student, by repeating this course will gain an expanded educational experience (A or B):</p>		
x	A. Skills or proficiencies are enhanced by supervised instruction and practice within class periods.	
<p>Explanation: The skill of painting is highly complex and takes years to master. Students must learn and apply two-dimensional design elements and principles while developing complex technical and conceptual skills. Because students are at different technical and conceptual levels, with varied learning rates (some slower, some faster), there will inherently be those students who will clearly benefit from course repetition.</p>		
x	B. Active Participatory experience in individual study or group assignments is the basic means by which learning objectives are attained.	
<p>Explanation: An instructional studio environment actively creates opportunities for student growth. Students learn from their instructor, their fellow students (through critiques, group activities, field trips, and studio interaction), and through the process of painting themselves. Because of the complex nature of painting, it lends itself very well to the traditional master and apprentice instructional model.</p>		