

Reedley College

Proposed Course Modification

Course # / Title Art 23 / Intermediate Watercolor Painting

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:
 x Fall 2010 Spring _____ Summer _____

3. Check one:
Do not complete Fresno City College course alignment page if:
_____ No similar course or program at FCC.
x _____ 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 _____ |
| Transfer Baccalaureate List | Yes _____ | No _____ |

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

5. Changes sought in number of repeats for credit:
- | | |
|-------------------|--|
| _____ Yes | |
| <u>x</u> _____ No | |

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

PROPOSED COURSE MODIFICATION FORM

- Appropriate sections of Course Outline of Record completed.

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

Other pages

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

B. DESCRIPTION OF CHANGES AND MODIFICATIONS.

| ITEM NO. | CHANGED FROM | CHANGED TO | REASON |
|----------|--|---------------|---|
| II. | (see outline, changes are highlighted) | (see outline) | Consolidation of Student Learning Outcomes. |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

(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.

Reedley College

SIGNATURE FORM

Submission/Recommendation/Action

Course Department and Number: Art 23

Course Title: Intermediate Watercolor Painting

Effective Date: Fall 2010

1. Submitted By: Steve Norton Date: 01/29/10

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 23

(2)
Course Title: Course Title: Intermediate Watercolor Painting

(3)
Units: 3.0

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|------------------|---------------------|--------------------------------------|-------------------|---------------------------|--|---------------------------|--|--------------------|---|------------------------|------------------|------------------------------|--|-------------------|--|--|--|--------------------|--|--|----------------------------|--|--|--|--------------------------------------|--|--|-----------------------|--|--|--|-------------------|--|--|---------------------|--|--|--|------------------|--|--|--|--|--|--|--------------|--|--|--|--|--|--|-------|--|--|
| <p>(4) Lecture / Lab Hours:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: right;">Total Course Hours</td> <td style="width: 20%;">108</td> <td style="width: 20%; text-align: right;">Total Lec hours:</td> <td style="width: 40%; text-align: center; border: 1px solid black;">2</td> </tr> <tr> <td></td> <td></td> <td style="text-align: right;">Total Lab hours:</td> <td style="text-align: center; border: 1px solid black;">4</td> </tr> </table> <p>Lec will generate _____ hour(s) outside work Lab will generate _____ hour(s) outside work.</p> | Total Course Hours | 108 | Total Lec hours: | 2 | | | Total Lab hours: | 4 | <p>(8) Classification:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Degree applicable:</td> <td style="width: 20%; text-align: center; border: 1px solid black;">x</td> </tr> <tr> <td>Non-degree applicable:</td> <td style="border: 1px solid black;"></td> </tr> <tr> <td>Pre-collegiate basic skills:</td> <td style="border: 1px solid black;"></td> </tr> </table> | Degree applicable: | x | Non-degree applicable: | | Pre-collegiate basic skills: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total Course Hours | 108 | Total Lec hours: | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Total Lab hours: | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Degree applicable: | x | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Non-degree applicable: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pre-collegiate basic skills: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>(5) Grading Basis:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Grading scale only</td> <td style="width: 30%; border: 1px solid black;"></td> </tr> <tr> <td>Pass/No Pass option</td> <td style="text-align: center; border: 1px solid black;">x</td> </tr> <tr> <td>Pass/No Pass only</td> <td style="border: 1px solid black;"></td> </tr> </table> | Grading scale only | | Pass/No Pass option | x | Pass/No Pass only | | <p>(9) RC Fulfills AS/AA degree requirement: (area)</p> <p>General education category:</p> <p>Major: _____ ART</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grading scale only | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pass/No Pass option | x | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pass/No Pass only | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>(6) Basic Skills Prerequisites:</p> <p>Basic Skills Advisories: Eligibility for English 125 and 126.</p> | <p>(10) CSU: Baccalaureate:</p> <p>(11) Repeatable: (A course may be repeated three times)</p> <p style="text-align: right; border: 1px solid black;">3</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | For Office Use Only | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>(7) Subject Prerequisites (requires C grade or better):</p> | <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: right;">New</td> <td style="width: 20%;"></td> <td style="width: 20%; text-align: right;">Mod</td> <td style="width: 20%;"></td> <td style="width: 20%; text-align: right;">Texts</td> <td style="width: 20%;"></td> <td style="width: 20%; text-align: right;">Effective Date: Fall 2009</td> </tr> <tr> <td colspan="4">SAM Priority: E</td> <td colspan="3">DATATEL ID: 3938</td> </tr> <tr> <td colspan="4">Unit Code: 294010</td> <td colspan="3">TOPS Code: 1002.10</td> </tr> <tr> <td colspan="4">Reporting ID: CCC000215989</td> <td colspan="3">Date Reporting ID Assigned: 20070910</td> </tr> <tr> <td colspan="4">Subject Corequisites:</td> <td colspan="3">Program Status: 1</td> </tr> <tr> <td colspan="4">Subject Advisories:</td> <td colspan="3">Course LHE: 5.00</td> </tr> <tr> <td colspan="4"></td> <td colspan="3">Replaced by:</td> </tr> <tr> <td colspan="4"></td> <td colspan="3">Date:</td> </tr> </table> | New | | Mod | | Texts | | Effective Date: Fall 2009 | SAM Priority: E | | | | DATATEL ID: 3938 | | | Unit Code: 294010 | | | | TOPS Code: 1002.10 | | | Reporting ID: CCC000215989 | | | | Date Reporting ID Assigned: 20070910 | | | Subject Corequisites: | | | | Program Status: 1 | | | Subject Advisories: | | | | Course LHE: 5.00 | | | | | | | Replaced by: | | | | | | | Date: | | |
| New | | Mod | | Texts | | Effective Date: Fall 2009 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SAM Priority: E | | | | DATATEL ID: 3938 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Subject Corequisites: | | | | Program Status: 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Subject Advisories: | | | | Course LHE: 5.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | Replaced by: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | Date: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>(12) Catalog Description:</p> <p>Emphasis is on developing intermediate level painting skills in watercolor. Through guided studio practice, lecture, research and critique, students learn to use the elements and principles of design (in composing paintings) with more complexity than the novice. Specific instruction in planning/executing paintings with color schemes; various types of balance; rendering techniques; using mixed-media; and creating paintings with representational, abstract, non-objective, and conceptual approaches.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

II. 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:

- A. Create a portfolio of artwork demonstrating an intermediate level proficiency in watercolor painting, while addressing issues of form and content.
- B. Demonstrates comprehension of the visual vocabulary of art through the creation of artwork.
- C. Critique works of art.

III. 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:

- A. Create the illusion of space and volume on a two-dimensional surface using aerial and linear perspective with greater accuracy, spatial depth, and proportion than the novice.
- B. Create paintings using the elements and principles of design, specifically addressing: asymmetrical, radial, and field balance; complex color schemes; directional forces; pattern; perspective; proportion; space; texture; time and motion; and visual rhythm.
- C. Paint in representational, abstract, non-objective, and conceptual ways with more refinement, sensitivity, and skill than the novice. Specifically, works created will exhibit a stronger integration of conceptual content (message/meaning of a work) and formal (compositional) concerns.
- D. Think of creative solutions to more complex painting and design exercises/problems than the novice (i.e. addressing several elements and principles of design simultaneously within one work as opposed to just one).
- E. Make complicated aesthetic decisions autonomously.
- F. Use vocabulary that is specific to watercolor painting with increased sophistication/accuracy than the novice.
- G. Critique objective and subjective aspects of paintings individually and in groups with greater sensitivity, awareness, experience, skill, and accuracy than the novice.
- H. Create works that exhibit social, political, and personal content.
- I. Express oneself through the painting process.

IV. COURSE CONTENT OUTLINE:

- A. Painting Composition
 - 1. The Elements of Design
 - a. Line
 - b. Shape
 - c. Form
 - d. Color
 - 1) Primary triad
 - 2) Secondary triad
 - 3) Intermediate triad (2)
 - 4) Split-complimentary
 - 5) Quad
 - 6) Clash
 - 7) Saturated/Neutral
 - e. Value
 - f. Texture
 - 1) Rendered textures
 - 2) Mixed-media
 - g. Time
 - 1) Implied time
 - h. Space
 - 1) Linear perspective
 - 2) atmospheric perspective
 - 2. The Principles of Design
 - a. Unity
 - b. Balance
 - 1) Asymmetrical
 - 2) Radial
 - 3) Field pattern
 - c. Emphasis
 - d. Rhythm
 - 1) Progressive
 - 2) alternating
 - e. Pattern
 - 1) Seamless & repeating
 - f. Directional Forces
- B. Painting Content (Integrating/Combining Visual Forms with Content, Use Multicultural Examples)
 - 1. Signals, Signs, Symbols and Iconography Defined
 - 2. Realism
 - a. Social Realism
 - b. Political
 - c. Personal
 - 3. Abstraction
 - a. Progressive
 - b. Organic
 - c. Geometric
 - d. Distortion
 - e. Non-objective
 - 4. Conceptual
 - a. Message and medium
 - b. Using text
 - c. Using Mixed-media
 - d. Creating interactive components
 - e. Creating unique presentations, exhibition situations

V. APPROPRIATE READINGS

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

A. Sample Text Title: Watercolor in Motion: How to Create Powerful Paintings, Step by Step (Book & DVD), Birgit Oconnor; North Light Books ©2009. ISBN-13: 978-1581808834

B. Other Readings: Winslow Homer Watercolors, Nicolai Cikovsky (Editor); Rizzoli, ©2009. ISBN 13: 978-0789399557

| | |
|---|---|
| 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.

VI. 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.

| A. Writing | | | |
|----------------------------------|---|---|--------------------------------------|
| <i>Check either 1 or 2 below</i> | | | |
| X | 1. <i>Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.</i> | | |
| | 2. <i>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.</i> | | |
| | 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 research report summarizing the life, working process, and paintings of a master watercolorist
2. Written research report chronicling the development/evolution of Watercolor history in a geographical/cultural region.
3. Written research: global perspectives (multicultural Art)
4. Written critiques of masters' works
5. Written critiques of student work
6. Written self-evaluations/critique

Sample Assignment:Written self-evaluation/critique

After the group critique of your painting, answer the following questions on one page: What areas of your painting did viewers find to be the strongest? What areas of your painting did viewers find to be the weakest? What suggestions were made to improve your painting? If you could paint the painting over, what would you do differently in terms of process? What did you learn from this assignment?

| B. Problem Solving | | | |
|--|----------------------|---|--|
| 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) sketchbook and painting assignments |

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

Sample Assignment:

Design and execute a landscape painting utilizing the principals of aerial perspective. The goal of the painting is to show an illusion of convincing depth on the flat 2-dimensional surface.

| | | | |
|--|-------------------------|--|------------------------|
| C. Skill demonstrations, including: | | | |
| 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. Aerial Perspective
2. Multiple Color Schemes: Use 3 within one painting: primary triad, secondary triad, intermediate triad (2), split-complimentary, quad, clash
3. Two-Paneled Painting: Rendered texture (field pattern), radial design
4. Asymmetrical Balance
5. Conceptual: Using text, unique visual formats/presentations, interactivity, mixed-media (collage, watercolor pencils, watercolor crayons, acrylic, etc.)
6. Social Realism/Implied Time: Then and now, using symbols
7. Political Activism: Timely topics, using symbols
8. Personal Expression, personal symbols

Sample Assignment:

Create a painting utilizing a minimum of 3 separate color schemes. Your choice of subject matter and conceptual content. Painting should be half-sheet or larger.

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

COURSE GRADE DETERMINATION:

Description/Explanation: Based on the categories checked in A-D, 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 | <u>20%</u> |
| | 100% |

FOR DEGREE APPLICABLE COURSES

Course ID: Art 23

Course Title: Intermediate Watercolor Painting

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) | |
| Text is used in a college-level course | x |
| Used grading provided by publisher | |
| Other: (please explain; relate to Skills Levels) | |

| | | |
|---|---|---|
| Computation Level (Eligible for MATH 101 level or higher where applicable) | | x |
| Content | | |
| 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 | x | |
| Applies transferring knowledge and skills appropriately and efficiently to new situations or problems. | x | |
| List of Reading/Educational Materials | | |
| Sample Text Title: <u>Watercolor in Motion: How to Create Powerful Paintings, Step by Step</u> (Book & DVD), Birgit Oconnor; North Light Books ©2009. ISBN-13: 978-1581808834 | | |
| Other Readings: <u>Winslow Homer Watercolors</u> , Nicolai Cikovsky (Editor); Rizzoli, ©2009. ISBN 13: 978-0789399557 | | |
| Comments: | | |
| | 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 23 Intermediate Watercolor Painting
 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><u>Reading Skills</u> (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> | <ol style="list-style-type: none"> 1. Ability to read labels of potentially hazardous materials 2. Ability to understand technical terms and their use. 3. Ability to interpret written directions and apply to visual forms. 4. Ability to read text material. |
| <p><u>Writing Skills</u> (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> | <ol style="list-style-type: none"> 1. Ability analyze paintings and write coherent critiques, self-evaluations. 2. Ability to write coherent research reports. 3. Ability to take information from numerous sources and summarize, organize, synthesize, rewrite (etc.) that information into a cohesive personalized paper. |

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 23 | Course Title: Intermediate Watercolor Painting | Date: 3/27/09 |
| Number of times course may be repeated, excluding initial enrollment (1, 2, or 3): 3 | | 3 |
| or | | |
| Maximum units to which course may be repeated, including initial enrollment: | | |
| The following information is required under Title V, Part VI, Section 58161 | | |
| <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 | <p>A. Skills or proficiencies are enhanced by supervised repetition and practice within class periods. Explanation:</p> | |
| <p>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> | | |
| | <p>B. Active Participatory experience in individual study or group assignments is the basic means by which learning objectives are attained. Explanation:</p> | |
| <p></p> | | |