Los Angeles Harbor College
Academic Program Review
Humanities

Name of discipline: Humanities

Division chair: Mark Wood  Phone number: 310 – 233-4426

Names and types of program:

☒ Degree program: Associate of Arts
☐ Certificate program ____________________________

☒ Program mission and student learning outcomes

A Program Review Self-Study Committee will be formed two years prior to the program review completion date (See Appendix B. Program Review Schedule). This committee will consist of:

Division Chair or Manager: Mark Wood

Program Faculty (all full-time and adjunct):
Barbara Gallardo (chair, Full time faculty),
David O’Shaughnessy (FT)
Don McIntyre
Mona Reddick
Jeff Hoppenstand
Nancy Webber
Joshua Leibner

Program Staff : Does not apply

Administrator responsible for the area: Dr. David Humphreys

Vice-President of the Cluster: Mr. Luis Rosas

One outside professional or alumni:

Two students currently enrolled in the program under review:
Program Mission
The Humanities courses in the Humanities and Fine Arts Division at Los Angeles Harbor College, offers general education courses under the arts and critical thinking sections. In Humanities, the students are offered courses which aim at fostering an understanding of various influences in the development of human culture. Emphasis is placed on a historical understanding of the roots of our cultural heritage as displayed in various aspects of our culture. Students are exposed to theories which connect cultural development to social conditions, esthetics, art, and the influence of specific individuals.

Student Learning Outcomes
Students who successfully complete a course in Humanities or Philosophy shall be able to:

- Demonstrate an understanding of various concepts and theories associated with that subject matter.
  The humanities has been consistently assessing approximately 70% of our students as being proficient in understanding theories and concepts associated with the individual subject matter of courses offered. The addition of digital support to the classrooms has helped update presentation material and now makes it possible to utilize the internet to augment instruction.

- Write a coherent argument based on analytical research.
  This remains a problem. Approximately 50% of our students have difficulty expressing their views in an acceptable academic format. Though their mechanical writing skills have seemed to improve over the past few years (thanks to grammar and spell check), their support for arguments is very lacking and students tend to rely on anecdotal examples and personal opinion rather than data based research.

- Demonstrate how concepts and theories covered in particular subjects relate to their personal life and decision making.
  Although most students understand how the various forms of art affect their lives in a very general way. They have difficulty understanding how art theory and concepts affects and directs their daily lifes.

- Demonstrate an understanding of the history associated with a particular subject and how that history pertains to contemporary society.
  Student’s basic understanding of history is terrible. A vast majority have no concept of historical time periods or developments which have occurred during various times in man’s history. This background information makes the delivery and understanding of art history in context to man’s history very difficult.

Attach discipline offerings from College publications

1 - Cultural Patterns of Western civilization (3) UC:CSU
Lecture 3 hours and 20 minutes per week.
This course is designed to introduce the student to the general concepts of humanities as especially evidenced in the ideas of applied aesthetics. Music, literature, painting, sculpture, architecture, and other art forms are studied in relation to their background, medium, organization, and
2 - Studies in Selected Cultures (3) CSU - rpt 1
Lecture 3 hours and 20 minutes per week.
A study in depth of a particular culture such as Modern Great Britain, Imperial China, Southeast Asia, Renaissance Italy, etc. The course includes historical backgrounds, cultural trends and key personalities.

6 - Great People, Great ages (3) UC:CSU - RPT 1
Lecture 3 hours and 20 minutes per week.
The purpose of this course is to study the lives of selected individuals such as Pericles, Dante, Michelangelo, Beethoven, Van Gogh, Frank Lloyd Wright, Stravinsky, Picasso, and others with an appreciation of their eras in history and their contribution to our cultural heritage.

9 - Great Discoveries in Archaeology (3) UC:CSU
Lecture 3 hours and 20 minutes per week.
This is a cultural course designed to acquaint the student with some of the outstanding Egyptian, Mesopotamian, Aegean and Mayan archaeological discoveries. The historical and geographical backgrounds as well as the archaeological discoveries of the sites are stressed. Pertinent information about archaeological field methods and processes is included where appropriate.

17 - Film Appreciation (3) UC:CSU
Lecture 3 hours and 20 minutes per week.
This course is a survey of motion pictures and changing social attitudes in film from the silent era to the present. Film appreciation, dealing with the ability of popular movies to crystallize society’s myths, fantasies, and realities, is presented within a historical, social context. Movie heroes and heroines and their relationship to culture will be studied by viewing representative feature films.

30 - The Beginnings of Civilization (3) UC:CSU
Lecture 3 hours and 20 minutes per week.
This course a survey of man’s cultural development from prehistoric through Rome. General information is presented on the arts, literature, and ideas of Western civilization with emphasis on the culture of Near East, Egypt, Greece, and Rome.

31 - People in Contemporary Society (3) UC:CSU
Lecture 3 hours and 20 minutes per week.
The purpose of this course is to make a rapid survey of man’s cultural development from the late Renaissance up to and including contemporary society. General information is presented on the arts, literature, and ideas of the Baroque, Neo Classic, and Romantic periods. The course concludes with an examination of Twentieth Century culture in particular.

60 - People and Their World: Technology and the Humanities (3) UC:CSU
Lecture 3 hours and 20 minutes per week.
This course involves the student in a study of the urban environment and society. The approach of the course is interdisciplinary, involving such disciplines as: art, music, literature, drama, philosophy, technology, and history. The emphasis is on exploring the interaction of the individual and society. The interrelationship of humanities and technology within modern society is discussed for the student to gain a better understanding of the modern world and its culture.

61 - People and Their World: The Creative Process (3) CSU
Lecture 3 hours and 20 minutes per week.
The purpose of this course is to involve the student in a study of the individual and society which emphasizes man’s creative processes. The course surveys man’s creativity as expressed in myths and dreams and explores works of art and literature to discover the range of man’s creative instinct. The approach of the course is interdisciplinary,
involving presentation of the following disciplines: art, music, literature, psychology, drama, philosophy, and history.

**385 - Directed Study (3) UC*:CSU**

* Lecture 3 hours and 20 minutes per week.*

By arrangement with instructor.

Special studies will be undertaken with the guidance of weekly faculty meetings. Topics or projects must be approved by the faculty member in charge, and the course of study is to be submitted to the Humanities and Fine Arts Division Chairman at the beginning of the semester.

* UC credit may be granted by petition after transfer.

**Credit Limit:** A maximum of 3 units in Directed Study may be taken for credit.

**Cooperative Work Experience Education**

Humanities is approved for Cooperative Work Experience Education credit. See Cooperative Education courses for prerequisites, courses descriptions, and credit limits.

- Attach current course outlines, accepted by the Curriculum Committee, for all approved classes offered in the program: We have Course outline for the following course: HUM: 1, 17, 30, 31, 60.
  Updates are needed on: HUM: 2, 6, 9, 61 & 385

- Current sample class syllabi for courses offered in the program are available for review in the Department/Division office.

- Attach current Unit Plans

**Program Description**

This department is currently staffed by a single full time faculty member dual credentialed working fulltime in our PACE program and one fulltime instructor is dual credentialed and teaching out of three departments (humanities, philosophy, and anthropology. This program is supported by the addition of 8 adjunct instructors filling 26 sections.

The Humanities Department offers approximately 11 sections of 3 unit GE courses each semester. These courses tend to be popular with an average class size of 48.8. The most prominent course offering is Film Appreciation, however recent enrollment figures suggest that this course might be overly offered and a loss of a section is being debated.

Please write a brief overview of the program. Align the program with the College mission, goals, student learning outcomes, and strategies. Include:

i) Number of full-time faculty FTEF BY SEMESTER since last review or previous three years: .8

ii) Number of adjunct FTEF BY SEMESTER since last review or previous three years. 2006: .6

                                  2007: .8
iii) Number of FTEF taught as overload by full-time faculty
2006: .4
2007: .4
2008: .4

iv) Total FTEF BY SEMESTER since last review.
2006: 1.8
2007: 2.2
2008: 2.2

Document changes in support personnel, classifications, and budget since last review or the previous three years. No support staff.

<table>
<thead>
<tr>
<th>Year</th>
<th>Equipment $</th>
<th>Hourly</th>
<th>Full-time</th>
<th>Classified</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>0</td>
<td>1.6</td>
<td>.6</td>
<td>0</td>
</tr>
<tr>
<td>2008</td>
<td>0</td>
<td>1.6</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>2009</td>
<td>0</td>
<td>1.6</td>
<td>.6</td>
<td>0</td>
</tr>
<tr>
<td>2010</td>
<td>0</td>
<td>1.2</td>
<td>.2</td>
<td>0</td>
</tr>
<tr>
<td>2011</td>
<td>0</td>
<td>1.2</td>
<td>.2</td>
<td>0</td>
</tr>
</tbody>
</table>

Number of sections offered including sections canceled, not listed in the class schedule, or combined:

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Title</th>
<th>Course Number</th>
<th>Top Code</th>
<th>Units</th>
<th># of Repeats Allowed</th>
<th>Course Classification</th>
<th>UC Transferable</th>
<th>Course is Cross Referenced</th>
<th>Degree Applicable</th>
<th>Std. Lecture Hours per Week</th>
<th>Std. Lab Hours per Week</th>
<th>Prerequisites (Yes/No)</th>
<th>Corequisites (Yes/No)</th>
<th>Basic skills</th>
<th>Non Credit Category</th>
<th># of Times Course Offered 5 Yrs.</th>
<th># Times Cancelled 5 Yrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Humanities</td>
<td>001</td>
<td>1504</td>
<td>3</td>
<td>0</td>
<td>G</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>3</td>
<td>0</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>40</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>Humanities</td>
<td>006</td>
<td>1504</td>
<td>3</td>
<td>1</td>
<td>G</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>3</td>
<td>0</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>Humanities</td>
<td>017</td>
<td>1504</td>
<td>3</td>
<td>0</td>
<td>G</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>3</td>
<td>0</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>62</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>Humanities</td>
<td>060</td>
<td>1504</td>
<td>3</td>
<td>0</td>
<td>G</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>3</td>
<td>0</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
GE credit courses: 19
Major required courses: 0
Elective courses: 0
Total sections: 19

Total FTES:
GE courses: 45.1
Major required courses:
Elective courses:
Total FTES: 45.1

2003: 56.2  2004: 42.0  2005: 44.3  2006: 43.8  2007: 45.1

Total FTES to FTEF: 20.5

List FTES to FTEF for the past three years BY SEMESTER:

List total numbers for past three years: NA

Degrees awarded: 0
Certificates awarded: 0
Skills certificates awarded: 0

Retention rate: 2003: 82.9%  2004: 88.5%  2005: 86.9%  2006: 87.6  2007: 85.6%

GE courses: 85.6%
Major required courses:
Elective courses:
Overall retention rate: 85.6%
Successful course and program completion:

2003: 60.0%  2004: 70.0%  2005: 61.0%  2006: 66.9%  2007: 59.6%

GE courses: 59.6

Major required courses:

Elective courses:

Overall successful course and program completion rates: 59.6%

What areas of the program need strengthening?

Program is effective and efficient. The AA degree with emphasis in Humanities could use some promotion. The faculty has to come to agreement on core outcomes in program being distributed throughout the curriculum. Program could be expanded to address the needs of non-traditional students. More emphasis needs to be given in reading and writing remediation. Successful completion rate is a bit below college average.

What are the strengths of the program?

Good instructors. Programs have integrated instructional technology into their curriculum. Good retention amongst the student population.

Summarize program and unit plan modifications necessary for program improvement, including objectives, budgets, and timelines for implementation.

The program is very low cost and efficient. The courses are among some of the highest average class size in the college. With the addition of classroom technology I think this program is in a good position to move ahead in the coming years.

Six year plan: During these difficult financial times it is hard to make plans concerning the direction the Humanities program will take in the next six years. The faculty is aging and will need to be replaced. Currently the only full time instructor is half time in Philosophy and permanently assigned to the PACE program. The division chair is cross disciplined in Humanities and does most of the curriculum development for the program. The program needs to look to adding a full time faculty member in the next two years. The program needs to develop course to address the needs of special populations. It has become evident, through assessment of Student Learning Outcomes, that many of our student arrive with extremely little artistic literacy and knowledge of how art affects their
environment. This needs to be addressed in additional work on individual syllabi and development of new courses.

For programs requiring advisory committees, attach minutes from the last three meetings indicating that recommendations have been discussed.
Does not apply.

**Explain how course content is current and relevant to student needs.**
Program services the General Educational requirements of the student population. Courses with Humanities GE acceptance are offered at all time and all venues, including; Face to face, day and evening, online instruction and outreach courses to the community.

What sources of data outside the college data set (if any) were taken into consideration in this part of the program review?
Does not apply

What trends are indicated by a review of the data?
This program is health and on course to fulfill all student needs.
**LA HARBOR COLLEGE**  
Student Learning Outcomes (SLOs) Assessment Report  
**Course Assessment**

**Division:** Humanities and Fine Arts  
**Discipline/Program:** Humanities

**Course Number and Name:** HUMANITIES 001 Cultural Patterns of Western Civilization

**Program Contact Person:** Barbara Gallardo  
**Phone:** (310) 233-4407

**Reviewed by:**  
**Date:** November 2011

Assessment conducted in Fall 2011. PACE sections were not included in the data collection. In future cycles, all efforts will be made to include those classes.

<table>
<thead>
<tr>
<th>Institutional Learning Outcomes</th>
<th>Course Intended Outcomes</th>
<th>Means of Assessment and Criteria for Success</th>
<th>Summary of Data Collected</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1. Use an aesthetic vocabulary to describe creative works of painting, sculpture, architecture, music, literature, and theatre.</td>
<td>75% of students should score a “C” or better on 10 multiple choice questions embedded in quizzes and exams throughout the semester.</td>
<td>Fall 2011 - One section. 24 students have been active in the class through Week 9. 2 students failed to take the midterm exam. Of the remaining 22 students, 15 (68%) averaged in the A to C range.</td>
<td>Previously, since the A-C range was considerably higher than the 75% minimum target, I added 1 – 3 questions to each week’s question pool. The range now seems to be trending lower than the 75% target. My intent for the Spring 2012 class is to make significant revisions to the course’s quizzes and exams – adding more questions (in the interest of academic integrity), but presenting more matching questions (in place of multiple choice) – thus being more accommodating to diverse learning/assessment styles.</td>
</tr>
<tr>
<td>1</td>
<td>2. Distinguish aesthetic terms that are unique to each discipline, and that are common across disciplines.</td>
<td>75% of students should score a “C” or better on 10 multiple choice questions embedded in quizzes and exams throughout the</td>
<td>Fall 2011 - One section. 24 students have been active in the class through Week 9. 2 students failed to take the midterm exam. Of the remaining 22 students, 15 (68%) averaged in the A to C range.</td>
<td>Previously, since the A-C range was considerably higher than the 75% minimum target, I added 1 – 3 questions to each week’s question pool. The range now seems to be trending lower than the 75% target. My intent for the Spring 2012 class is to make significant revisions to the course’s quizzes and exams – adding more questions (in the interest of academic integrity), but presenting more matching questions (in place of multiple choice) – thus being more accommodating to diverse learning/assessment styles.</td>
</tr>
<tr>
<td>Semester</td>
<td>Learning/Assessment Styles</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>----------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Fall 2011 - One section. 24 students have been active in the class through Week 9. All 24 submitted their first (of 3) essay. 20 (84%) averaged in the A to C range. The 84% success rate is higher than the averages for the first essay in previous classes. However, I was also stricter this time in dealing with students whose early participation in class was inadequate. Thus, I assume that the students still in class when this assignment was due were generally more committed to success than in previous classes. Since the success rate for the first essay should probably be closer to 75%, I will pay special attention to this grade in the next class, and raise the grading standards as necessary.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Fall 2011 - One section. 24 students have been active in the class through Week 9. 2 students failed to take the midterm exam. Of the remaining 22 students, 15 (68%) averaged in the A to C range. Previously, since the A-C range was considerably higher than the 75% minimum target, I added 1 – 3 questions to each week’s question pool. The range now seems to be trending lower than the 75% target. My intent for the Spring 2012 class is to make significant revisions to the course’s quizzes and exams – adding more questions (in the interest of academic integrity), but presenting more matching questions (in place of multiple choice) – thus being more accommodating to diverse learning/assessment styles.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Fall 2011 - One section. 24 students have been active in the class through Week 9. 2 students failed to take the midterm exam. Of the remaining 22 students, 15 (68%) averaged in the A to C range. Previously, since the A-C range was considerably higher than the 75% minimum target, I added 1 – 3 questions to each week’s question pool. The range now seems to be trending lower than the 75% target. My intent for the Spring 2012 class is to make significant revisions to the course’s quizzes and exams – adding more questions (in the interest of academic integrity), but presenting more matching questions (in place of multiple choice) – thus being more accommodating to diverse learning/assessment styles.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Donald L. McIntyre      11/3/2011

Donald L. McIntyre
# LA HARBOR COLLEGE
## Student Learning Outcomes (SLOs) Assessment Report
### Course Assessment

**Division:** Humanities and Fine Arts  
**Discipline/Program:** Humanities

**Course Number and Name:** HUMANITIES 6, GREAT PEOPLE, GREAT AGES  
**Instructor:** Mona Dallas Reddick

**Program Contact Person:** Mark Wood  
**Phone:** _______________________

Reviewed by: ___________________________  
**Date:** April 15, 2010

All results from Section 4925, PACE 1st Session, Spring 2010

<table>
<thead>
<tr>
<th>Institutional Learning Outcomes</th>
<th>Course Intended Outcomes</th>
<th>Means of Assessment and Criteria for Success</th>
<th>Summary of Data Collected</th>
<th>Use of Results</th>
</tr>
</thead>
</table>
| 1                               | 1. Identify and appropriately apply basic vocabularies of literary genres, formal elements in visual art and music, of scientific inquiry, and of social, economic or political thought. | 70% of students should score a C or better on multiple choice questions and short written answer questions embedded in quizzes and exams.  
68% of students should appropriately apply relevant vocabulary in essays and reports as described in sections below. | On midterm multiple choice exam, 76% of the 42 students taking the exam scored 70% or better.  
On final multiple choice exam, 66% of 35 students taking the exam scored 70% or better. | Restructure multiple choice exams to allow for better measurement of specific components of the learning outcomes. |
| 1                               | 2. Identify and describe the major achievements of selected persons, the eras and cultural contexts in which they lived. | 70% of students should score a C or better on multiple choice questions and short written answer questions embedded in quizzes and exams. | On midterm multiple choice exam, 76% of the 42 students taking the exam scored 70% or better.  
On final multiple choice exam, 66% of 35 students taking the exam scored 70% or better. | Restructure multiple choice exams to allow for better measurement of specific components of the learning outcomes. |
| 2                               | 3. Examine the life events and motivations of selected individuals in relation to their creativity, problem solving, or productive endeavors. | 70% of students should score a C or better on essays or written reports and oral presentations based on individual research. | On 3 written assignments scores of 70% or better were achieved by 94% of 40 students  
97% of 34 students | Design improved writing assignment rubric for students. A lack of basic writing skills persists in about |
<table>
<thead>
<tr>
<th></th>
<th>4. Relate the achievements of the selected persons to contemporary problems and situations.</th>
<th>68% of students should score a C or better on 2 short in-class essay questions embedded in exams and quizzes.</th>
<th>On a 10-question, take-home written-answer quiz, 86% of 42 students scored 70% or better.</th>
<th>Because this class was taught in PACE, a take-home written-answer quiz was substituted for in-class essays.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5. Compare and evaluate the power of different individuals to shape or change culture and society.</td>
<td>70% of students should score a C or better on essays or written reports and oral presentations based on individual research.</td>
<td>On final exam essay question and 2 short-answer questions, 83% of the 35 students taking the exam scored 70% and better.</td>
<td>The essay topic for the final exam was given out (in writing) during the last class.</td>
</tr>
<tr>
<td>Institutional Learning Outcomes</td>
<td>Course Intended Outcomes</td>
<td>Means of Assessment and Criteria for Success</td>
<td>Summary of Data Collected</td>
<td>Use of Results</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>--------------------------</td>
<td>---------------------------------------------</td>
<td>---------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>1</td>
<td>1. Recognize various techniques of the motion picture narrative process, including, editing techniques and interpreting iconographic images.</td>
<td>Write an essay describing how the elements of film are use in telling the narrative in a major motion picture</td>
<td>In Spring 2011 5 sections with a total of 177 students were assessed. 111 or 63% proved proficient in the outcome assessment</td>
<td>Writing skills still need to be stressed in our courses. Next semester we will offer sample film analysis for students to refer to.</td>
</tr>
<tr>
<td>2</td>
<td>2. Formulate an argument defining the cinematographic quality of a motion picture based on analytical reasoning.</td>
<td>Write a review of a film defending its quality based on established aesthetic criteria.</td>
<td>47 students were assessed in this outcome. 20 or 46 % were assessed as having fulfilled the rubric requirements.</td>
<td>This class was exceedingly inattentive and their assessments proved this. Try to find support materials to better illustrate cinematic contribution to film</td>
</tr>
<tr>
<td>5</td>
<td>3. Express how aesthetics are used in establishing a cultural awareness.</td>
<td>Demonstrate how a specified motion picture contributes to the social consciousness.</td>
<td>Not assessed</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>4. Compare and contrast how two sample films from history are affected by the American motion picture business.</td>
<td>After selecting two films from, different historical periods, Compare and contrast how economic considerations affect</td>
<td>Not assessed</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>5. Extrapolate information and theories from classroom and supplemental sources and apply them to example films.</td>
<td>Apply terms and theories from lecture to a sample motion picture.</td>
<td>35 students were assessed in this outcome. 20 or 60% were proficient in this activity.</td>
<td>Even though more emphasis was stressed on taking notes students continue to not incorporate terms and theories form lecture in their writing. Redo worksheet to stress the terms and examples of term from film.</td>
</tr>
</tbody>
</table>
### Institutional Mission & Goals | Course Intended Outcomes | Means of Assessment and Criteria for Success | Summary of Data Collected | Use of Results
--- | --- | --- | --- | ---
1 | 1. Demonstrate knowledge of basic processes of socialization | Multiple Choice Examination 75% of students should score 70% or better on assessment |  |  |
1 | 2. Identify major historical periods, generations, and movements | Multiple Choice Examination 75% of students should score 70% or better on assessment |  |  |
1 | 3. Summarize the historical, political, and cultural developments that have most influenced the formulation of values that undergird contemporary society | Multiple Choice Examination 75% of students should score 70% or better on assessment |  |  |
1 | 4. Identify the dominant values in contemporary society | Multiple Choice Examination 75% of students should score 70% or better on assessment |  |  |
| 1 | 5. Compare and contrast contemporary western dominant societal values, behaviors, and ideologies with cultures in distant places and times | Multiple Choice Examination 75% of students should score 70% or better on assessment |   |   |
### Institutional Learning Outcomes

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Course Intended Outcomes</th>
<th>Means of Assessment and Criteria for Success</th>
<th>Summary of Data Collected</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1. Intelligently support a position concerning how man has interacted with technology.</td>
<td>Students will write an essay describing how technological developments address security issues related to an area of our culture. 70% of students will score a 'C' or better according to a department rubric.</td>
<td>In spring 2011 one section of Hum 60 was offered, 52 students participated in this assignment. 32 or 28% received a satisfactory score or better.</td>
<td>The successful completion rate for this assignment fell this year, which completely baffles me. I have been spending a great amount of time preparing them for this assignment. Major writing problems: students do not use terms and theories from class in their work, they do not cite their work, and they do not support their statements. I will continue to develop assignments to better prepare them in this area. I haven’t changed this statement from last semester. This is the last semester for my offering this class, in the foreseeable future. However, this is a major problem college wide and I will continue to reinforce incorporating terms and theories from class in written assignments.</td>
</tr>
<tr>
<td></td>
<td>2. Identify and differentiate elements of various art forms. Describe the reciprocal and integral relationship between culture, art, and technology.</td>
<td>Students will write a first person narrative demonstrating an understanding of Aristotle's six elements of a play and how the arts are integrated in student’s area of interest. 70% of students will score a ‘C’ or better according to a department rubric.</td>
<td>In spring 2011 one section of Hum 60 was offered, 35 students participated in this assessment, 30 or 85% successfully completed this assignment.</td>
<td>Finally, I managed to get an acceptable number of students to focus on the topic. However, many received the minimum score and did not use terms and theories from class to describe their observations.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>1</td>
<td>3. Demonstrate how man is reliant on technology for survival and how he utilizes technology to overcome weaknesses.</td>
<td>Students will write an assay describing how an area of our society is reliant on technology to fulfill man’s basic needs. 70% of students will score a ‘C’ or better according to a department rubric.</td>
<td>Spring 2011, 33 students were measured, 70% or 23 students, Managed to write an argumentative essay describing how technology addresses an area of our culture.</td>
<td>No change from last semester. Continue to enforce the need to adhere to academic rigor, citing sources and referring to source material.</td>
</tr>
<tr>
<td>1</td>
<td>4. Demonstrate how interaction with technology affected our culture.</td>
<td>Students will assess and analyze how propagandistic techniques are utilized in an area of our society to manipulate human behavior. 70% of students will score a ‘C’ or</td>
<td>Not measured</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>5. Demonstrate an understanding of how our world has been affected by the technology and how we might utilize these tools in society while maintaining privacy and security.</td>
<td>Students will analyze an area of our society and develop a plan on how this area might better address the concerns of humans through the use of technology. 70% of students will score a ‘C’ or better according to a department rubric.</td>
<td>Not measured</td>
<td></td>
</tr>
<tr>
<td><strong>1</strong></td>
<td>6. Prepare a written report which is professionally presented and well organized.</td>
<td>Students will present a written report which is organized, completed as directed and aesthetically pleasing. 70% of students will score a ‘C’ or better according to a department rubric.</td>
<td>In spring 2011, 43 students completed this assignment, 28 or 65% successfully completed this assignment.</td>
<td>Students are having an increasingly difficult time reading and following written instructions. Will continue to rewrite instructions and supporting with classroom presentation techniques, but I think some of them will never get it.</td>
</tr>
<tr>
<td>1</td>
<td>8. Assess corrections to earlier work and apply criticism to improve the quality of student’s work.</td>
<td>Students will rewrite course assignments and address instructor’s comments. 80% of students will improve their scores on at least 3 assignments.</td>
<td>Did not specifically remove this information but the results actually depreciated over the previous semester.</td>
<td>Again only three of the students demonstrated that they corrected their papers and they only corrected typos, they didn’t address the major structural or factual errors in their paper. I really addressed this early in the semester and reminded them all the way through.</td>
</tr>
<tr>
<td>Institutional Learning Outcomes</td>
<td>Course Intended Outcomes</td>
<td>Means of Assessment and Criteria for Success</td>
<td>Summary of Data Collected</td>
<td>Use of Results</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>--------------------------</td>
<td>---------------------------------------------</td>
<td>---------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>1</td>
<td>1. Intelligently support a position concerning how man has interacted with technology.</td>
<td>Students will write an essay describing how technological developments address security issues related to an area of our culture. 70% of students will score a ‘C’ or better according to a department rubric.</td>
<td><strong>In fall 2010 one section of Hum 60 was offered, 55 students participated in this assignment. 32 or 57% received a satisfactory score or better.</strong></td>
<td>The successful completion rate for this assignment fell this year, which completely baffles me. I have been spending a great amount of time preparing them for this assignment. Major writing problems: students do not use terms and theories from class in their work, they do not cite their work, and they do not support their statements. I will continue to develop assignments to better prepare them in this area.</td>
</tr>
<tr>
<td>1</td>
<td>2. Identify and differentiate elements of various art forms. Describe the reciprocal and integral relationship between culture, art, and technology.</td>
<td>Students will write a first person narrative demonstrating an understanding of Aristotle’s six elements of a play and how the arts are integrated in student’s area of interest. 70% of students will score a ‘C’ or better according to a department rubric.</td>
<td><strong>In fall 2010 one section of Hum 60 was offered, 48 students participated in this assignment. 31 or 65% successfully associated the elements of art to their environment.</strong></td>
<td>Again, student are finding it increasingly difficult to grasp the concept that the purpose of the assessment is to determine that the student can apply terms and theories from class to a practical project. More emphasis is necessary. Incorporate more practical demonstration in class. I need to make them understand that are fulfills a function in our society, I will develop more observation development exercises.</td>
</tr>
<tr>
<td>1</td>
<td>3. Demonstrate how man is reliant on</td>
<td>Students will write an assay describing</td>
<td><strong>Fall 2010, 60 students were measured, 70% or</strong></td>
<td>Continue to enforce the need to adhere to academic rigor, citing sources and referring to</td>
</tr>
<tr>
<td>2</td>
<td>4. Demonstrate how interaction with technology affected our culture.</td>
<td>Students will assess and analyze how propagandistic techniques are utilized in an area of our society to manipulate human behavior. 70% of students will score a ‘C’ or better according to a department rubric.</td>
<td>Not measured</td>
<td>source material.</td>
</tr>
<tr>
<td>2</td>
<td>5. Demonstrate an understanding of how our world has been affected by the technology and how we might utilize these tools in society while maintaining privacy and security.</td>
<td>Students will analyze an area of our society and develop a plan on how this area might better address the concerns of humans through the use of technology. 70% of students will score a ‘C’ or better according to a department rubric.</td>
<td>Not measured</td>
<td>source material.</td>
</tr>
<tr>
<td></td>
<td>6. Prepare a written report which is professionally presented and well organized.</td>
<td>Students will present a written report which is organized, completed as directed and aesthetically pleasing. 70% of students will score a ‘C’ or better according to a department rubric. <strong>In fall 2010, 45 students completed this assignment, 21 or 46 % successfully completed this assignment.</strong></td>
<td>Students are having an increasingly difficult time reading and following written instructions. Will continue to rewrite instructions and supporting with classroom presentation techniques, but I think some of them will never get it.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. Assess corrections to earlier work and apply criticism to improve the quality of student’s work.</td>
<td>Students will rewrite course assignments and address instructor’s comments. 80% of students will improve their scores on at least 3 assignments.</td>
<td>Again only three of the students demonstrated that they corrected their papers and they only corrected typos, they didn’t address the major structural or factual errors in their paper. I really addressed this early in the semester and reminded them all the way through.</td>
<td></td>
</tr>
</tbody>
</table>
Syllabus – Humanities 1

SYLLABUS – HUMANITIES 1

Barbara Gallardo
Office: Music “A”; Phone: (310) 233-4407
Email: gallarbt@lahc.edu
Office Hours: M-Th 12:45-1:45; and by appointment

Course Requirements:
Reading: Discovering the Humanities, Henry M. Sayre
Selected Readings

Evaluations:

1. Examinations: There are five exams for this class. There will be a combination of in-class multiple choice exams, and take-home exams. The questions for the take-home exams will be given to you in advance, and will be taken from material from your text and class discussions. Each exam will cover only those chapters specified; none is comprehensive.

   Exam 1:
   Unit 1-A: The Classical World: Greece

   Exam 2:
   Unit 1-B: The Classical World: Rome

   Exam 3:
   Unit 2: The Middle Ages

   Exam 4:
   Unit 3: The Renaissance

   Exam 5:
   Units 4, 5: The Modern World

2. Quizzes: There are five quizzes, one for each section of discussion. They will be objective-multiple choice, matching.

3. Extra Credit: There will be two optional assignments.
Selected Readings
COURSE DESCRIPTION:

This is an interdisciplinary course which covers the arts and ideas of humanity. Mythology, literature, painting, sculpture, architecture, and music are studied in relation to their medium, organization, and style. Emphasis is placed on the Western cultural heritage, values, and perspectives as revealed in the arts.

STUDENT LEARNING OUTCOMES:

At the conclusion of Humanities 1, students will be able to:

1. Use an aesthetics vocabulary to describe creative works of painting, sculpture, architecture, music, literature, and theatre.
2. Distinguish aesthetic terms that are unique to each discipline, and that are common across disciplines.
3. Apply a comprehensive method to the intelligent exploration of a creative work.
4. Arrange the stylistic periods in chronological order.
5. Compare and contrast the various themes and purposes of creative disciplines across cultures and time periods.

ASSIGNMENTS:

All submitted work must be type-written, double-spaced with a 12-point plain Roman font. Pages are to be numbered and stapled. Make-up assignments will only be given if the student has been excused in advance. Make-up exams must be taken the following class meeting.

ATTENDANCE:

Daily class attendance is mandatory. The entire class period must be attended to be marked present. More than three unexcused absences may result in being dropped from the class. Absences will be excused for illness, documented by a doctor’s note, or an emergency. Please contact me by phone or email.
STANDARDS OF STUDENT CONDUCT:

According to the Los Angeles Harbor College Schedule of Classes

A student enrolling in one of the Los Angeles Community Colleges may rightfully expect that the faculty and administrators will maintain an environment in which there is freedom to learn. This requires that there be appropriate conditions and opportunities in the classroom and on the campus.

As members of the College Community, students should be encouraged to develop the capacity for critical judgment; to engage in sustained and independent search for truth; and to exercise their rights to free inquiry and free speech in a responsible, non-violent manner.

Students should respect and obey civil and criminal law, and shall be subject to legal penalties for violation of laws of the city, county, state and nation.

Refer to page 105 for District and College rules and regulations.

CLASSROOM COURTESY:

As approved by the Associated Student Organization and by the Academic Senate, all cell phones and electronic sound-emitting devices shall be turned off at all times during classes. Cell phones and pagers put on vibrate are acceptable, headsets are not.
Humanities 17
Film Appreciation
Spring, 2011

Instructor: Mark Wood
Office: Tech 118
Hours: Thursdays 6:00 – 6:40 PM
M – Th 8:00 – 9:00 AM
All other times by appointment only
Phone: (310) 233-4426
E-Mail: Woodmd@lahc.edu

Measured Student Outcomes: By the completion of this course, students will be able to:
Recognize various techniques of the motion picture narrative process, including, editing
techniques and interpreting iconographic images.
Formulate an argument defining the cinematographic quality of a motion picture based on
analytical reasoning.
Recognize and identify various elements of the narrative structure.
Extrapolate information and theories from classroom and supplemental sources and apply
them to example films.
Write a professional film review

Week One: Thursday, February 10
Introduction, Aristotle’s Poetics, play structure, Film Glossary of Terms.
Objective: Orient students to teaching style and class requirements, preliminary exposure
to motion picture narrative structure and terminology.
Homework #1. Watch a movie. Observe and notate how Aristotle’s theories on play
structure are incorporated into the screenplay.
In Class Assignments: Play Structure Work Sheet (combined with homework) 5 Pnts.
Glossary of terms 5 Pnts.
Cultural Survey 5 Pnts.

Week Two: Thursday, February 17
Science Fiction, Metropolis, Fritz Lang (1925), Metro Quiz, Applying Aristotelian theory
to Metropolis, Iconography, Suspension of disbelief, converging story lines.
Objective: Experiment on how narrative structural elements work in an example film.
Lecture, Demonstrate and Test on narrative structure, as well as genre.
Homework #2: Watch a modern science fiction movie, how do they depict the future?
In Class Assignments: Iconography Worksheet (combined with homework) 5 Pnts.
Metro Quiz 5 Pnts.
Homework #1 5 Pnts.
**Week Three: Thursday, February 24**

**Homework #3:** Watch a modern physical comedy, Observe and record low comic elements.

**In Class Assignments:**
- Start of Film Wkst. 5 Pnts.
- Comedy Wkst (combined with Hmwk) 5 Pnts.
- Homework #2 5 Pnts.

**Week Four: Thursday, March 3**

**Homework #4:** Watch a contemporary film: observe and write an argumentative essay on how sound elements affect the motion picture. (Writing assessment 5 Pnts.)

**In Class Assignments:**
- Sound Wkst 5 Pnts.
- Homework #3 5 Pnts.

**Week Five: Thursday, March 10**
Cinematography; Lecture on cinematographic imagery, Studio system Objective: Preliminary exposure to cinema graphic technique.

**Homework #5:** Watch a film from the “A” list, Observe and record cinematographic techniques and how they affect the film

**In Class Assignment:**
- Cinematographic Wkst (combined with Hmwk #4) 5 Pnts.
- Homework #4 5 Pnts.

**Week Six: Thursday, March 17**
Practice cinematography, *Grapes of Wrath*, John Ford (1939), Point of view, Literature to Film, Presentational/Representational acting, Demonstrate and test on how character affects our understanding and emotional responses to a motion picture. Acting Part II: Technical Acting
Objective: Reinforce cinematographic imagery observation and develop observation skills.

**In Class Assignment:**
- Character Wkst. 5 Pnts.
- Homework #4 5 Pnts.

**Week Seven: Thursday, March 24**
Assessment Measure: Demonstrate an understanding of how cinematographic elements assist in the narrative process.

**Mid Term.** *Citizen Kane*, Orson Welles (1941), Film Noir Objective: Demonstrate mastery of cinematographic observation techniques.

**Assessment Measure: Mid Term**, write an essay assessing the value of cinematographic images in specified scenes from *Citizen Kane*, Orson Welles (1941). Due 4/7 15 Pnts.

**Week Eight March 31:** Cesar Chavez Day
Week Eight: Thursday, April 7
Animation, *Pinocchio*, Walt Disney (1941), Color, Computer generated imagery
**Objective:** Exposure to alternate possibilities to the story telling process through animation, exposure to how various animation techniques are incorporated within live action films. **Mid Term Due**
**In class assignment:** Animation Wkst. 5 Pnts.
**Mid Term Due** 15 Pnts.

Week Nine: Thursday, April 14
Horror, ?, Kind of a fun easy night
**Objective:** Applying genre format to example film, censorship
**In class assignment:** Horror Wkst. 5 Pnts.

Week Ten: Thursday, April 21: **Spring Break**

Week Eleven: Thursday, April 28
Dialogue, *On the Waterfront*, Elia Kazan (1953), the Hollywood ten, the fall of the studio system, Acting Part III
**Objective:** Exercise in understanding of how the choice of words, through dialogue, can affect a motion picture.
**Outside Film Review Format**
**In class assignment:** Fall of Studio Wkst 5 Pnts.
Dialog Wkst. 5 Pnts.
**Assessment Measure:** Observation Quiz 7 Pnts.
**Assessment Measure:** Outside Film Review, 15 Pnts. **Due June 2.**

Week Twelve: Thursday May 5
*Mise en scene*, *Psycho*, Alfred Hitchcock (1960), Alternative structures,
**Objective:** understand how structures different from Aristotle’s are affective ways of telling a story. Demonstrate how alternative story structures might be interpreted. Demonstrate how the environment of the motion picture can be tied to thematic material
**In class assignment:** Mise en scene Wkst 5 Pnts.

Week Thirteen: Thursday, May 12
**Objective:** Understanding the documentary form, differentiating between documentary and propaganda
**Assessment Measure:** How do motion pictures affect our society? How does *Bowling for Columbine*, Michael Moore (2002), fulfill the requirements of a propaganda film? 10 Pnts. **Due June 2.**
Week Fourteen: Thursday, May 19

Objective: Demonstrate understanding of genre; continue our investigation of alternative story structures. Acting Part IV: Introduction to contemporary acting style.

In class assignment: High Comedy Wkst. 5 Pnts.

---

Week Fifteen: Thursday, May 26

Objective: Exposure to alternative funding and marketing strategies to the American Studio System. Exposure to how all elements of a motion picture relate to each other and are essential to the passing of information through the narrative.

Practice Final observation test.

Course Assessment
In class assignment: Course assessment 5 Pnts
Big Fish practice test 5 Pnts.

---

Week Sixteen: Thursday, June 2

Assessment Measure: Demonstrate mastery of ability to recognize various aspects of the narrative process.

Objective: demonstrate understanding of how the various storytelling elements, discussed in class, are applied in a motion picture.

Outside Review Due 15 Pnts.
Propaganda Paper Due 10 Pnts.

Accounting Measures:
Following data is an estimate, actually points awarded and grading curve may vary.

Daily Worksheets 18 @ 5 Pnts. = 90 Pnts.
Homework Assignments 4 @ 5 Pnts = 20 Pnts
Total points for in class assessment 110 Pnts

Outcome Assessments
Cinematographic Imagery 15 Pnts.
Observation Quiz 7 Pnts.
Film in Society 10 Pnts.
Outside Film Review 15 Pnts.
Observation Quiz 10 Pnts
Total Assessment Points 57 Pnts

Estimation of total points available - 167
**Grading Criteria:**
Students must complete at least 70% of Daily Worksheet points to pass the course.
Students must complete at least 70%, of Homework points to pass the course.
Students must compile at least 70% of total assessment measure points awarded.
Students must complete All Outcome Assessments to achieve an “A”

**Estimated Grading Scale:**
- 90% - 100% points = A
- 80% - 89% points = B
- 70% - 79% points = C
- 60% - 69% points = D
or 17 points between grade levels

**Disclaimers**
Students in this class will be subjected to graphic visual images containing violent and sexual activity. Furthermore, students will be subjected to profane and strong language. There is no acceptable reason for not viewing the above mentioned motion pictures. If you don’t like them…take another class.

Students are expected to show up on time each week with paper and writing implements. College policy is that a student can be dropped from a class after they have missed the number of class meetings assigned to one week. So you can miss one class before I can drop you. **Any student missing in excess of 3 days**, will be excluded, no excuses.

Any student found cheating, copying, or plagiarized will be subjected to academic discipline, which may include, and not be limited to, being excluded from the class.

Students are expected to tune their cell phones and other electronic devices to a setting which does not allow them to be heard by their fellow student…**And certainly not by me!**

**NO TEXTING DURING CLASS.** If you are so disinterested in the subject, the lectures and the sample films…take something you enjoy more, don’t distract my class!
People and Their World: Man and Technology  
SPRING 2011

Instructors:  Mark Wood  
Office:  Tech 118.02  
Hours:  8:00 - 9:00 M-Th  
6:00 - 6:30 Th  
Other times available by appointment only  
Phone:  (310) 233-4426  
E-Mail:  Woodmd@lahc.edu

Course Objectives—As a result of taking this class, the student will be able to:

- Intelligently support a position concerning how man has interacted with technology.
- Identify and differentiate elements of the various art forms, and understand the reciprocal and integral relationship between culture, art, and technology.
- Write a term paper supporting a thesis using, research and analysis techniques, and MLA formatting.
- Access various forms of research avenues.
  ✓ Students receiving a "C" will have compiled at least 70% of points associated with in class lectures and activities.
  ✓ Students receiving a "C" will have compiled at least 70% of points associated with class assessment measures.
  ✓ No student shall receive an "A" without completing all course assessment measures.

Humanities 60 course outline

In this class you will be expected to develop and produce a college level term paper. This will be a major focus of this class. If you are unable to produce a college level term paper by the end of the class you will not pass! We will be working on this project together, in a group environment, throughout the class.

Term Project:
You will submit, at the end of this course, a term paper which addresses how technology is used within our society. You may select any area of our society from the following list:
- Educational Facility
- Sports Complex
- Retail Shopping Complex
- Urban Housing Development
- Entertainment Complex
- Recreational Facility
- Educational facility
- Amusement Park
This project will assess analytical data from reliable sources, and form a conclusion based on that data. Finally you will present a view of how your “area of interest” will develop technologically in the future to address areas of concern. This project will utilize a variety of technologies in its subject matter, its content, and its creation.

**Unit One: Man and His Relationship to Technology**

Learning Objective: Demonstrate how man is reliant on technology for survival and how he utilizes technology to overcome weaknesses.

**What is Technology?**

**What is Man?**

**Basic Needs**

- Physically
- Sociologically
- Spiritually

*Joseph Campbell and the Power of Myth* (1988), How we see ourselves as hero.

Understanding how man is reliant on technology.

*Clan of the Cave Bear, Michael Chapman* (1986)

---

**February 7:** Cultural Survey, Introduction to course 5 Pnts

**February 9:** *Why Technology is important to us?* Worksheet 5 Pnts

- All Thumbs 5 Pnts

- Homework: Tech Log 5 Pnts

**February 14:** Hero’s Journey Wkst 5 Pnts

*Joseph Campbell and the Power of Myth* (1988)

Homework: I am a hero essay, due February 23

**February 16:** The Agrarians Wkst 5 Pnts

**February 23:** Build a Structure 5 Pnts

I am a hero essay due 5 Pnts

**February 28:** *Clan of the Cave Bear, Michael Chapman* (1986)

Apply Campbell’s theory of a hero’s journey to Ayla. How do the characters in the film utilize technology to fulfill basic needs?

- Clan Technology 5 Pnts

**March 1:** Homework: Writing assessment essay: How does Ayla fulfill Campbell’s theory of a hero’s journey? Due March 8 5 Pnts

**March 7:** *Myth, Magic, and Religion* 5 Pnts

- Homework assignments: Superstition 5 Pnts

**March 9:** Writing an essay 5 Pnts

- Homework: Unit One Assessment, Due March 21 5 Pnts

Ayla Hero Essay Due 5 Pnts
**Assessment Measure: Abstract to project:** Select an "area of interest" from the list above. Reproduce a "Timeline" of historically significant technological developments in this area. Write an essay demonstrating what basic "Needs of Man" this area of technology fulfills which justifies its existence, based on historical data.

Which weaknesses of man does it address? 35 Pnts

**Unit Two:** How, has our interaction with technology affected our culture?

Real and Virtual
- Collecting Data
- Analyzing Data
- Time and Space
- Fear of Technology
- Control
- Virtual Reality
- Communication
  - Common Elements of Art
  - Story Telling
  - Fine Art
  - Music
  - Architecture
  - Theater

*Frida, Julie Taymor (2002)*

**March 14:** How Art Made Man Pt 1 Worksheet 5 Pnts
**March 16:** How Art Made Man Pt 2 Worksheet 5 Pnts
**March 21:** Art Worksheet 5 Pnts  
**Homework:** Art Project 5 Pnts
**March 23:** Architecture Worksheet 5 Pnts  
**Homework:** Architecture Project 5 Pnts
**March 28:** Music Worksheet 5 Pnts  
**Homework:** Music Project 5 Pnts
**March 30:** Narrative Structure Worksheet 5 Pnts  
**Homework:** Narrative Structure Project 5 Pnts
**April 4:** Utilitarian Art Worksheet 5 Pnts
**April 6:** Creativity Wkst 5 Pnts

**Assessment Measure:** Write a narrative account of "your" visit to your area of interest. Describe how the artistic attributes contribute to the environmental "needs".

Due April 13 15 Pnts
Unit Three: The World of the Future
What are the concerns and fears surrounding your area of interest? In your technological area: Who is your client? What is your intent? What current problems are encountered? What are current research and development projects?

Extrapolating the future
Propaganda
Sustainability

An Inconvenient Truth, Davis Guggenheim (2006)
Transportation
Safety and Security
Marketing

Gattaca, Andrew Niccol (1997)
April 11: Soliari Wkst 5 Pnts
April 13: Assessing the future Wkst 5 Pnts
Unit Two Assessment Due 15 Pnts
April 18, 20 & 25 SPRING BREAK 😂
April 27: Marketing Wkst 5 Pnts
Homework: Mission Statement and Logo 5 Pnts
May 2 & 4: Gattaca Wkst 5 Pnts
May 9: Graphic Representation techniques 5 Pnts
Homework: Graphic Representation
Ground Plan 5 Pnts
May 11: Propaganda Worksheet 5 Pnts
Homework: Propaganda Project 5 Pnts
May 16: An Inconvenient Truth, Davis Guggenheim (2006)
Worksheet 5 Pnts
May 18: Sustainability 5 Pnts
Assessment: Sustainable Essay and Research 10 Pnts
May 23: Accessibility, Safety, and Security 5 Pnts
May 25: Course Assessment 5 Pnts
May 30 Holiday - Memorial Day
June 1, 10:30 AM Final Assessment: Create a term project paper which demonstrates how technology and the arts may be combined in a human environment for the betterment of society.
Final presentation of your term paper 35 Pnts.

Grading policy:
1. Almost daily, we will be engaged in some form of activity, centered on the lecture theme. Frequently these activities shall involve homework. These activities have been designed to increase your knowledge, develop your skills, train your eye, ear and mind. Therefore it is essential for you to attend class on a regular basis. You may not be given the opportunity to make up all assignments. Students are expected to have completed 70% of these assigned points in order to successfully complete this class.
2. If you miss more than 3 CLASS MEETINGS you will be dropped.
NO LATE WORK WILL BE ACCEPTED!

The final project is an accumulation of projects and assessment measures from throughout the class. This project is expected to be displayed in a way which will be presentable to the public. No student will receive an "A" without completing all areas of the final assessment measure. Students who do not complete 70% of their classroom assignments and/or receive lower than 70% of total assessment measure points, WILL NOT PASS THIS CLASS!

Estimated Grading Curve (assignments are subject to change without notice)

- In class Assignments: 26 @ 5 Pnts ea = 130 Pnts
- Homework: 10 @ 5 Pnts ea = 50 Pnts
- Assessment Measures: 105 Pnts

Total Points Available: 285 Pnts

Grading Curve:
- 100% - 90% = A
- 89% - 80% = B
- 79% - 70% = C
- 69% - 60% = D
- 59% and below = F

About 29 points between grade levels

Disclaimers
- Students in this class will be subjected to graphic visual images containing violence and sexual activity. Furthermore, students will be subjected to profane and strong language. There is no acceptable reason for not viewing the above mentioned images. If you don’t like them...take another class.
- Students are expected to show up on time each week with paper and writing implements.
- Students are expected to supply their own art supplies necessary to produce a professional presentation.
- Any student found cheating, copying, or plagiarizing will be subjected to academic discipline, which may include, and not be limited to, being excluded from the class.
- Students are expected to turn their cell phones and other electronic devises to a setting which does not allow them to be heard by their fellow students...And certainly not by me!
- NO TEXT MESSAGING DURING CLASS!
- If you do not find the class interesting and engaging, take a class which will better engage your imaginations and further your academic development.
Los Angeles Harbor College  

Humanities and Fine Arts Division  

Humanities and Philosophy Program Review Assessment  

November 3, 2011  

11:30 PM, Music Conference Room  

Attendees: Mark Wood (presiding), David O’Shaughnessy  

Mr. Wood and Mr. O’Shaughnessy met on November 3, 2011 at 11:30 AM to discuss the program reviews for Humanities and Philosophy departments at Los Angeles Harbor College.  

Humanities:  

The committee noticed the wonderful work accomplished by our recently retired colleague Barbara Gallardo.  

Program Review seems to be complete and thorough.  

SLO Development: Humanities 1 as listed on the college website, does not have any assessment data. We believe this to be in error, Mr. Wood will investigate.  

Humanities 31 is incomplete but has not been offered in a number of years. The department does not want to archive this class in hopes of reoffering it when the economy improves.  

Course Outlines: Mr. Wood was asked to archive Humanities 30.  

Mr. Wood will update Humanities 1 Course outline.  

Philosophy:  

The Program Review is ready for validation team. Mr. O’Shaughnessy will work on getting better participation by Philosophy instructors in documenting SLO advancement.  

Philosophy 1 does not have any documented results compiled. Mr. Wood will archive, Philosophy 8.  

Only Philosophy 385, a section of independent study does not have a current Course Outline. Mr. Wood will send a sample Course outline for a 385 section to Mr. O’Shaughnessy for his development.