

City University of Hong Kong

Information on a Course
offered by Department of SCM
with effect from Semester in 2006 2007

This form is for completion by the *Course Co-ordinator*. The information provided on this form will be deemed to be the official record of the details of the course. It has multipurpose use: for the University's database, and for publishing in various University publications including the Blackboard, and documents for students and others as necessary.

Please refer to the *Explanatory Notes* attached to this Form on the various items of information required.

Part I

Course Title: Art Criticism

Course Code: _____

Course Duration: 36 hours

No. of Credit Units: 3 units

Level: _____

Prerequisites: *(Course Code and Title)*

SM1011 Introduction to Contemporary Art

SM1012 Creative Writing

Precursors: *(Course Code and Title)* _____

Equivalent Courses: *(Course Code and Title)* _____

Exclusive Courses: *(Course Code and Title)* _____

Part II

1. Course Aims:

This course aims to introduce the theoretical foundation and practical skills required of a well informed art critic. Basic philosophy of aesthetic and critical view on the relationship of art, history, culture and society will form the conceptual basics, followed rigorous in-class analysis of individual art works that respect contexts and individual visions. The actual practice of criticism encourages research-based writing, writing for specific audiences, and the craftsmanship of various genres involved, such as individual work review, editorials,

interviews, review for exhibitions and festivals, the management of a web-based art discussion platform, participatory models and other innovative forms of art criticism.

2. Course Intended Learning Outcomes (CILOs)

(state what the student is expected to be able to do at the end of the course according to a given standard of performance)

Upon successful completion of this course, students should be able to:

No.	CILOs	Weighing (if applicable)
1.	<i>account for the philosophy of aesthetics</i>	
2.	<i>understand the relationship of art, history, culture and society</i>	
3.	<i>conceive informed views of an art work and evaluate it rationally</i>	
4.	<i>discuss art analytically</i>	
5.	<i>exercise a research-based approach to art criticism</i>	
6.	<i>practice art reviews innovatively to address various communication contexts</i>	

3. Teaching and Learning Activities (TLAs)

(designed to facilitate students' achievement of the CILOs)

ILO No	TLAs	Hours/weeks (if applicable)
CILO 1	<ol style="list-style-type: none"> 1. <i>Instructor's analysis of selected samples of writing to illustrate different aesthetic approaches</i> 2. <i>In-class discussion for students to analyze the characteristics of sample writings and discuss due application to their own review/writing assignments.</i> 3. <i>Students write take-home art reviews</i> 4. <i>In-class workshop to critique and discuss students' take-home reviews</i> 	
CILO 2	<ol style="list-style-type: none"> 1. <i>Instructor presents different art criticism theories, illustrated with examples and reference list</i> 2. <i>Instructor presents local cases of controversy (e.g. West Kowloon Cultural District).</i> 3. <i>Instructor presents different models of local art organization to analyze how they cope with the changing world and the future trends on the arts.</i> 4. <i>Students visit at least one current exhibition for which students have to do background research, interview, group discussion and write a review.</i> 5. <i>Students conduct further research on cases of local art organization, preferably one art organization, to see how the objectives of the organization, the general cultural climate and government policy affect the organization's functioning..</i> 	
CILO 3	<ol style="list-style-type: none"> 1. <i>Instructor presents different art criticism theories, illustrated with examples.</i> 	

	2. Students visit at least one current exhibition for which students have to do background research, interview, group discussion and write a review of individual artists.	
CILO 4	Instructor shows how to practice art review through 5 steps: description, analysis, interpretation, judgment and reflection. Students use this method to write art reviews.	
CILO 5	Instructor provides guidelines on conducting art researches.	
CILO 6	<ul style="list-style-type: none"> ➤ Instructor presents non-text ways of art review. ➤ Students discuss differences and effectiveness of various approaches. ➤ Students demonstrate a non-text way to review art/art issue. 	

4. Assessment Tasks/Activities

(designed to assess how well the students achieve the CILOs)

ILO No	Type of assessment tasks/activities	Weighting (if applicable)	Remarks
CILO 1	<ol style="list-style-type: none"> 1. A short review on a local artist's work. 2. Group discussion on different aesthetic approaches. 		1. 200words
CILO 2	<ol style="list-style-type: none"> 1. Write an art view on one current art exhibition. Students are divided into several groups. Each group study one current exhibition. They are required to show their researches, the questions for interviewing the artists or the curators, the interview and the group discussion among themselves. Each member reviews the show in a different perspective. Present the review in class. 2. Do case studies of an art issue (e.g. West Kowloon Cultural District), read the assigned readings, define how many aspects of this issue can be explored and discussed. Each student researches her/his interested aspect. Share and discuss her/his findings in class. Interview different interest groups and study their views. Present, discuss and review the interest groups' views. Write a review of the art issue. Present it in class and reviews by the classmates. 3. Study one art organization, see how the nature, culture, aims of the organization and the government policy could affect the policy of the art organization. Interview the stakeholders of that organization. See how the nature, culture, 		<ol style="list-style-type: none"> 1. 1000 words 2. 1000 words 3. 1000 words

	<i>aims of the organization and the government policy could affect the policy of the art organization. Evaluate the functions of the organization.</i>		
CILO 3	<ol style="list-style-type: none"> 1. <i>Study different art criticism theories, illustrated with examples. Students based on these theories to practice short writing reviews in class and have group discussion on their own works.</i> 2. <i>Write an art view on one current art exhibition. (same as CILO2.1)</i> 		200 words x 3
CILO 4	<ol style="list-style-type: none"> 1. <i>Practice art review through 5 steps: description, analysis, interpretation, judgment and reflection.</i> 		
CILO 5	<i>Present how the project changes along the process and what they have learned with the changes.</i>		
CILO 6	<ol style="list-style-type: none"> 1. <i>Group discussion on examples of non-textual approaches to art reviews.</i> 2. <i>Interview art activists. Study how they use art events to criticize art/social events.</i> 3. <i>Propose a non-textual way to review an art/social event.</i> 4. <i>Review the work in class.</i> 		
CILO 1-6	<ol style="list-style-type: none"> 5. <i>Participation and contribution to class discussion</i> 		

5. Grading of Student Achievement: Refer to Grading o Courses in the Academic Regulations and to the Explanatory Notes.

Class attendance and participation: 10%

Class work: 10%

Assignments: 80%

Part III

Keyword Syllabus:

description, analysis, interpretation, judgment, reflection, rhythm, movement, balance, proportion, variety, emphasis, unity, symbols, perception, imitative, formalism, emotionalism , functionalism and activists

Recommended Reading:

Text(s):

- G.W. Samson. *Elements of art criticism : comprising a treatise on the principles of man's nature as addressed by art, together with a historic survey of the methods of art execution in the departments of drawing, sculpture . Philadelphia : J.B. Lippincott, 1868.*

- David Sylvester. *About modern art : critical essays, 1948-96*. London: Chatto & Windus, 1996.
- Gavin Butt(ed.). *After criticism: new responses to art and performance*. Malden, MA : Blackwell, c2005.
- Arthur C. Danto. *After the end of art: contemporary art and the pale of history*, Princeton, N.J. : Princeton University Press, c1997.
- Nicholas Wegner (ed.) *Art, criticism and display*. London: Visual Arts Research, Cv Publications, 1997.

Returned by:

Name: Phoebe Man Department: SCM

Tel: 2766 Date: Mar. 18, 2006

Explanatory Notes for completing Form 2B

1. Course Title

This is the full title of the course in English.

2. Course Code

An alpha numeric code normally using department code as a prefix, followed by 4-5 digits, where the first digit indicates the level of the course.

For example, the course “Introduction to Computer Science” may have a course code of “CS2001”. “CS” is the department code for the Department of Computer Science. “2” after the department code is the level of the course, and in this case the course is at the level of B2, and “001” is the sequence number assigned to the course.

3. Course Duration

This refers to the duration of the course in terms of number of weeks or semesters.

4. No. of Credit Units

Number of credit units assigned for the course.

5. Level

The level of a course shows its degree of academic difficulty. The following levels should be used:

Associate Degree courses can have levels of A1 or A2;

Bachelor's Degree courses can have levels of B1, B2, B3 or B4; and

Taught postgraduate courses can have levels of P5 or P6.

6. Prerequisites

These are courses that students must pass before they are allowed to take the current course. A rigid structure of prerequisites may unintentionally hinder a student's progress and limit flexibility in the choice of courses. Furthermore, the timing of the availability of the pre-requisite courses as well as the current course would be critical. Departments should therefore be careful when defining pre-requisites for courses.

7. Precursors

These are courses that students are advised to take and pass before they attempt the current course. In general, precursors are more flexible in allowing student choice and progression. They also serve as indicators of the requirements of the current course.

8. Equivalent Courses

Departments may wish to designate some courses as equivalent in terms of level and similarity of content to those which are required courses. There are two major purposes for designating courses as equivalent to required courses. First, students will usually register on one course out of the list of equivalent courses.

If they register on more than one course on the list, then only the result of the last course examined would count towards the GPA. Second, if a particular course has been withdrawn, students can choose one of its equivalent courses on the list to fulfill the programme requirement.

9. Exclusive Courses

These are courses where there is sufficient overlap in their content to make it inappropriate for students to earn credits for more than one of such

10. Course Aims

This is a brief description of what the course is about and what it intends to achieve. Course Aims should be compatible with Programme Aims. It should be written in a manner which is clearly understood by students and staff. As a rule of thumb, if the aims and intended learning outcomes of a course are changed other than for editorial reasons, a new course should be proposed.

11. Course Intended Learning Outcomes (CILOs)

CILOs state what the student is expected to be able to do at the end of a course according to a given standard of performance. Outcomes should be achievable and assessable. They should be clear to students on the learning outcomes expected at the end of the course and also clear to staff to enable them to design appropriate teaching and learning activities (TLAs) and assessment tasks which facilitate the achievement of CILOs. It is important to ensure that Course ILOs address Programme ILOs.

Weightings can be assigned to CILOs according to their relative importance to the course.

12. Teaching and Learning Activities (TLAs)

TLAs are designed to align with CILOs to facilitate student's achievement of those outcomes. TLAs could be teacher, peer, or self-initiated and take various formats such as project work, case studies, lectures, tutorials, practicals, placements, problem-based learning, studio etc. The choice of TLAs should be such as to facilitate active learning and the achievement of CILOs.

13. Assessment Tasks/Activities

Assessment tasks or activities are designed to align with the CILOs to provide evidence on how well each student has achieved the CILOs. Such evidence could be provided by project work, case studies, assignments, examinations, laboratory work and reports, practicals, practicum etc. The choice of Assessment Tasks should relate directly to the learning outcomes of the course. "Remarks" could include information such as when a task is to be performed, when due, the word limit of the assessment tasks/activities, assessed on a Pass/Fail basis etc., as applicable

14. Grading of Student Achievements

Grading of students' achievement should be in accordance with the Academic Regulations. Please indicate however whether grading is assigned based on student achievement of ILOs according to defined grading criteria or on their performance in assessment tasks/activities.

15. Notes for Dissertation-type courses:

Courses may be designated “dissertation-type” courses in the course catalogue. Dissertation-type courses relate to independent work which takes a variable time to complete. Section 12 (Teaching and Learning Activities) and Section 13 (Assessment Tasks/Activities) should be replaced with information relevant to such courses, including a specification of a *normal duration* for course registration and a *maximum duration* for course registration, both in terms of the number of semesters. In all cases, Form 2B for dissertation-type courses should note that students are not permitted to repeat a dissertation-type course.

16. Keyword Syllabus

This is a brief introduction to the syllabus of the course which is designed to motivate students’ learning.

17. Amendments/Revisions to Form 2B

Amendment or revisions to the information provided in Form 2B are subject to the procedures outlined in the University’s QA Principles, Policies and Practices. Faculty and School Boards should consider delegation of authority to Programme Committees, Faculty/School Validation and Monitoring Committees as necessary to facilitate innovation and change as appropriate.

Academic Regulation 8 -- Grading of Courses

8.1 Courses are graded according to the following schedule:

Letter Grade	Grade Point	Grade Definitions	
A+ A A-	4.3 4.0 3.7	Excellent:	Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.
B+ B B-	3.3 3.0 2.7	Good:	Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.
C+ C C-	2.3 2.0 1.7	Adequate:	Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.
D	1.0	Marginal:	Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.
F	0.0	Failure:	Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.
P		Pass:	"Pass" in a pass-fail course. Courses to be graded on a pass-fail basis for a programme are specifically identified under the programme in the course catalogue.
<u>Operational Grades</u>			
IP	In Progress	An IP grade is shown where students will register in subsequent Semesters to complete the assessment of the course.	
I	Incomplete	A grade of incomplete may be granted (1) where there are extenuating circumstances that have prevented a student from completing required work, or attending the examination; (2) at the discretion of the Assessment Panel. Where an "I" grade is assigned, the Assessment Panel will approve a schedule for the completion of work, or a supplementary examination. An "I" grade will be converted into a "F" grade four weeks after the "I" grade is first reported to the Academic Regulations and Records Office, unless an alternative grade has been assigned.	
S	Dissertation Submitted	In a dissertation-type course, an S grade is assigned by the Course Examiner when a student's dissertation has been submitted for assessment.	
X		Assigned when a student is permitted to drop the course after the normal drop date.	

8.2 Students assigned a grade of D or better, or a Pass grade in a pass-fail course, earn credit units for the course. Grades of F, IP, I, S, or X do not earn credit units.

8.3 Grades of P, I, IP, S and X are not counted in the calculation of a student's CGPA. Grades of F are counted, unless the fail is recovered under AR11.3.

8.4 Grades of P, I, IP, S and X are not counted in the calculation of a student's SGPA.