HOLY NAME UNIVERSITY
College of Engineering and Computer Studies (COECS)
Engineering Department
Tagbilaran City, Bohol

HNU VMG	HNU CORE VALUES	COECS VMG

HNU VMG

Vision

A Catholic institution trailblazing excellence in educating servant leaders.

Mission

We commit ourselves to the:

Faithful witnessing to the Word.
Pursuit of the highest standard of innovative instruction, research and community service.
Formation of committed professionals guided by the principle of prophetic dialogue.

Goals

We aim to:

Make HNU a model Basic Ecclesial Community.
Perform the institutions' trilogy of functions with excellence and scholarship.
Engage actively in the apostolate of Communication, Bible, Mission Animation, and Justice, Peace and Integrity of Creation.

HNU CORE VALUES

Integrity

Integrity is the coherence between one's word and action and the consistent adherence to the Catholic moral principles.

A Holynamian who possesses integrity upholds the Truth, manifests honesty and consistency in word and deed.

Social Responsibility

It is a value which refers to one's concern, care and commitment to the welfare of the community and environment.

A socially responsible Holynamian shows sensitivity and care for the people, culture and natural environment and engages in activities that promote empowerment of people and transformation of the community.

Excellence

A value that puts emphasis on the quality of any well-meaning endeavor that surpasses common expectations and ordinary standards, which is rooted on the teachings of Christ and the principle of the common good.

A Holynamian who possesses excellence demonstrates mastery of knowledge and skills in her/his line of work or area of expertise. He/she actively engages in research in an effort to generate new knowledge and relevant innovations, which will guide him/her in rendering service and uplifting communities.

Evangelization

Evangelization is living a life rooted in the Gospel values and building life-giving relationships.

A Holynamian as Witness to the Word is committed to proclaim the teachings of Christ through word and action.

Servant Leadership

Manifestation of a Christ-like selfless giving of one's person through inclusive and humble service.

A Holynamian servant-leader is committed to lead by example without regard for personal gains.

COECS VMG

Vision

A leading Christ-centered community committed to providing an excellent learning environment in molding innovative servant leaders.

Mission

We commit ourselves to the:

integration of Christian values in the quest for new knowledge and skills;
pursuit of excellence in instruction, research and community extension;
formation of innovative professionals embracing the values of St. Arnold Janssen and St. Joseph Freinademetz.

Goals

We aim to:

make COECS a model Christian learning community that engages in activities for the acquisition of new knowledge and skills;
provide quality instruction and state of the art facilities and actively engage in research and community extension; and
inculcate Christian values in one's profession.

INSTITUTIONAL GRADUATE ATTRIBUTES (IGA)		INSTITUTIONAL GRADUATE OUTCOMES (IGO)	
IGA1	competent and service-driven professional	IGO 1	Demonstrate mastery of knowledge and skills required for effective professional practice in the field of specialization, aligned with current developments and needs.
		IGO 2	Generate ideas and information with resourcefulness, imagination, aesthetic judgment and risk-taking approach to meet current and emerging needs of society.
		IGO 3	Create products and/or services responsive to the needs of the intended beneficiaries.
		IGO 4	Use innovative methods and technologies to make decisions and solve problems.
		IGO 5	Compose various texts to convey meaningful information across all modes and media.
		IGO 6	Practice interpersonal skills in order to communicate effectively and confidently in multi-cultural settings.
IGA2	life-long learners	IGO 7	Participate in various learning contexts to develop a sense of responsibility and the value of service-orientedness.
		IGO 8	Process varied experiences to gain new insights for personal, professional and spiritual transformations.
IGA3	socially & morally responsible stewards of God's creation	IGO 9	Develop and implement strategies and program of actions to responsibly manage natural resources.
		IGO 10	Develop understanding and mastery of the fundamental knowledge and practices related to moral and communal living in dealing with culturally diverse

		audiences.
	IGO 11	Live the values as Holynamians in practicing one's profession and in witnessing the teachings of Christ.

College of Engineering and Computer Studies (COECS) — Engineering Department

Program(s):[1] **Bachelor of Science in Civil Engineering (BSCE)**
Bachelor of Science in Computer Engineering (BSCpE)
Bachelor of Science in Electronics Engineering (BSECE

PROGRAM EDUCATIONAL OBJECTIVES (PEO)	*Three to five years after graduation, the Holynamian engineering graduates are:*	IGA1	IGA2	IGA3
	PEO1	√	√	√
	PEO2	√	√	√
	PEO3	√	√	√

PROGRAM LEARNING OUTCOMES (PLO)[2]		IGO											IGA		
		1	2	3	4	5	6	7	8	9	10	11	1	2	3
Graduates of the *** program of Holy Name University will:															
PLO1	Apply knowledge of mathematics, physical, life and information sciences, and engineering sciences to solve complex engineering problems appropriate to the field of practice.														
PLO2	Design and conduct experiments as well as analyze and interpret data.														
PLO3	Design, build, improve, and install systems, components, or processes to meet desired needs within identified and realistic constraints.														
PLO4	Practice effective work skills and management principles in multi-disciplinary and multi-cultural teams.														
PLO5	Recognize, formulate, and solve complex engineering problems.														
PLO6	Practice professional and ethical responsibility in the application and adoption of technology and engineering solutions.														
PLO7	Demonstrate verbal and non-verbal communication skills effectively.														
PLO8	Evaluate the effects and impact of computer engineering projects in a global, economic, environmental, and societal context.														
PLO9	Engage in life-long learning and to keep current of the development in a specific field of specialization.														
PLO10	Demonstrate knowledge of contemporary issues and its impact in computer engineering.														
PLO11	Use appropriate techniques, skills, and modern engineering tools necessary for computer engineering practice to be locally and globally competitive.														
PLO12	Practice engineering and management principles as a member and leader in a team, to manage projects and in multidisciplinary environments.														
PLO13	Develop expertise in at least one specialized computer engineering knowledge in each applicable field.														
PLO14	Preserve and promote the Filipino historical and cultural heritage.														
PLO15	Develop and implement strategies and program of actions to protect the environment.														
PLO16	Live the values as Holynamians in the practice of the computer engineering profession and in witnessing the teachings of Christ.														
PLO17															

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[1] The number of program rows depends on whether the course is offered to programs basically sharing the same PLOs, e.g. common Engineering Science courses.

[2] Refer to **Table 2** of **HNU OBE Form 1: IGO–PLO Alignment.**

COURSE SYLLABUS

Course Information

Course Code:	**GEC Art**	Total Credit Units:
Course Title:	**Art Appreciation**	Lecture:
Course Classification:	**General Education**	Laboratory:
Pre-Requisite(s):	**None**	
Co-Requisite(s):	**None**	
Placement:	**First Semester SY 2021-2022**	
Schedule:	**TTh (1:30-3:00PM); ThF (7:30-9:00AM, 10:30-12:00 PM, 1:30-3:00 PM, 3:00-4:30 PM, 4:30-6:00 PM, 7:00-8:30 PM)**	

Course Description:

Art Appreciation is a three-unit course that develops students' ability to appreciate, analyze, and critique works of art. Through interdisciplinary and multimodal approaches, this course equips students with a broad knowledge of the practical, historical, philosophical, and social relevance of the arts in order to hone students' ability to articulate their understanding of the arts. The course also develops students' competency in researching and curating art as well as conceptualizing, mounting, and evaluating art productions. The course aims to develop students' genuine appreciation for Philippine Arts by providing them opportunities to explore the diversity and richness and their rootedness in Filipino culture.

Teacher(s) Information[i]

Name:	**RM Salibay**	Name:		
Department:	**General Education**	Department:		
College:	**College of Arts and Sciences**	College:		
Contact Nos.:	**+63 948 790 264**	Contact Nos.:		
FalConnect Account:	***@hnu.edu.ph**	FalConnect Account:		
Consultation Schedule:	**ThF 9:00 AM - 4:00 PM**	Consultation Schedule:		

Course Learning Outcomes (CLO) – Program Learning Outcome (PLO) Alignment[3]

Upon completion of this course, students should be able to do the following:		Targeted Program Learning Outcomes (PLO)[4]														
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12	PLO13	PLO14	PLO15	PLO16
CLO1	Demonstrate an understanding and appreciation of art in general including their function, value, historical significance, elements and principles.																

CLO2	Analyze and appraise works of art in general including their function, value, historical context and social relevance.																		
CLO3	Discover and deepen their identity through visual, written, and performance art with respect to their nationality and culture.																		
CLO4	Develop the appreciation of the local arts.																		
CLO5	Create a work of art through the use of color, lines, design, or words, or movement and performance as a venue for artistic self-expression.																		
CLO6																			

Culminating Outcome[5]

By the end of the course, the student is able to :

create works of arts through the use of color, lines, design, or words, or movement and performance as a venue for artistic self-expression.

Final Course Requirement[6]

As evidence of attaining the course learning outcomes (CLO), the student is required to do and submit the following during the indicated dates of the semester:

Performance Task			Rubric					
CLO CODE	Unleashing My Inner Artist	DUE DATES	CRITERIA	MASTERFUL (9-10)	SKILLED (6-8)	APPRENTICE (3-5)	NOVICE (1-2)	MISSING 0
5	Create works of arts through the use of color, lines, design, or words, or movement and performance as a venue for artistic self-expression.	One week before final examination.	Creativity/ Originality					
			Effort/ Perseverance					
			Craftsmanship/ Skill					
			Cooperation/ Attitude					
			Presentation					

Other Requirements and Assessments

Aside from the final output, the students will be assessed at other times during the semester by the following:

Small Group Activities and Assignments
Students will be given small group activities designed to elicit maximum student engagement for each topic. Some activities will require the use of the internet especially for online activities.

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[5] Refer to **HNU OBE Scaffold Template 10.2: Assessments. TLAs, and Resources Planning Guide.**

[6] Refer to **HNU OBE Form 6a: Course(s) Performance Task.**

Problem Set/Case Study
This is geared towards understanding a work of art better. Students will be immersed into an activity of gathering information not only about the work of art and the artist, but also the context in which the work of art was created. Information on the culture, religion, the place, the political situation, history, etc. Will be the focus in this art case study.

Problem Solving (Real-Life Scenario)
As artists, students will be ask to create an artwork that will address a specific problem in the community, e.g. plastic waste, other environmental problems.

Major Exam
There will be four major exams, namely, Prelim, Midterm, Prefinal, and Final.

Formative Assessments
A wide variety of formative assessments will be used in this course to monitor the students' learning progress throughout the course. Throughout the semester, quick response assessments, like exit cards and surprise journals, will be used to gauge how well the students are understanding concepts presented and how well they are achieving the course outcomes of the subject. At the end of the semester, the students will also give a quick evaluation of the course.

Program Learning Outcomes-Course Learning Outcomes-Lesson Learning Outcomes (PLO-CLO-LLO) Alignment Matrix[7][ii]

	Program Learning Outcomes (PLO)	Course Learning Outcomes (CLO)	Lesson Learning Outcomes (LLO)
PLO1	Apply knowledge of mathematics, physical, life and information sciences, and engineering sciences to solve complex engineering problems appropriate to the field of practice.		
PLO2	Design and conduct experiments as well as analyze and interpret data.		
PLO3	Design, build, improve, and install systems, components, or processes to meet desired needs within identified and realistic constraints.		
PLO4	Practice effective work skills and management principles in multi-disciplinary and multi-cultural teams.		
PLO5	Recognize, formulate, and solve complex engineering problems.		
PLO6	Practice professional and ethical responsibility in the application and adoption of technology and engineering solutions.		
PLO7	Demonstrate verbal and non-verbal communication skills effectively.	Create works of arts through the use of color, lines, design, or words, or movement and performance as a venue for artistic self-expression.	Present own masterpiece in a creative way.
PLO8	Evaluate the effects and impact of computer engineering projects in a	Analyze and appraise works of art in general including their function, value, historical context and	Identify samples of art and non-art. Identify works of local and national artists.

Program Learning Outcomes (PLO)		Course Learning Outcomes (CLO)	Lesson Learning Outcomes (LLO)
	global, economic, environmental, and societal context.	social relevance.	Compare and contrast artists and artisans. Explain the historical and social relevance of certain works of arts. Explain the importance of the roles of people involved in the art world.
PLO9	Engage in life-long learning and to keep current of the development in a specific field of specialization.		
PLO10	Demonstrate knowledge of contemporary issues and its impact in computer engineering.	Demonstrate an understanding and appreciation of art in general including their function, value, historical significance, elements and principles.	Give an overview of Humanities. Describe the assumption, function, philosophy, and subject of art. Review the historical development of art. Clarify misconceptions of art. Utilize elements and principles of art in creating one's artwork.
PLO11	Use appropriate techniques, skills, and modern engineering tools necessary for computer engineering practice to be locally and globally competitive.	Create works of arts through the use of color, lines, design, or words, or movement and performance as a venue for artistic self-expression.	Create an art plan outlining the subject, form, and elements to be applied. Express oneself through application of different mediums of art.
PLO12	Practice engineering and management principles as a member and leader in a team, to manage projects and in multidisciplinary environments.		
PLO13	Develop expertise in at least one specialized computer engineering knowledge in each applicable field.		
PLO14	Preserve and promote the Filipino historical and cultural heritage.	Discover and deepen their identity through visual, written, and performance art with respect to their nationality and culture. Develop the appreciation of the local arts.	Identify all forms of visual, written, and performance art. Discuss the concept of soulmaking, improvisation, and appropriation. Improvise a certain material to produce a new artwork. Identify local artists and their arts. Explain the relevance of the local art in the personal, economic, social, cultural, environmental, and geo-political narratives. Present local artists and their body of works in order to promote them through a 3-page blog or a 2-minute vlog.
PLO15	Develop and implement strategies and program of actions to protect the environment.		
PLO16	Live the values as Holynamians in the practice of the computer engineering profession and in witnessing the teachings of Christ.		
PLO17			

CLO CODE[8]	LESSON LEARNING OUTCOMES (LLO)[9]	ESSENTIAL TOPICS/CONTENT[10]	TIME FRAME (weeks)	LEARNING ENVIRONMENT[11]				ASSESSMENT TASKS	TEACHING-LEARNING ACTIVITIES	RESOURCES	TARGETS
				V	F	C	L				
1	Give an overview of Humanities	Introduction to Humanities	1	/				Technologies (educational tools and platforms) such as Google Classroom, Mentimeter, curated and teacher-made videos, etc. Are integrated to enhance learning delivery flexibility. Questioning	Students to watch: Virtual Visits	Kisame: Visions of Heaven on Earth - Ceiling Paintings from Bohol Colonial Churches - YouTube. (downloadable version) Students will answer: Which part of the virtual visits struck you the most? Why? How do you describe your personal experience of the virtual tour? Provide a discussion video and reading material on the Introduction to Humanities. Students to answer: What is your definition of beauty? Describe your first encounter of art.	The design of this syllabus is re-calibrated to suit the TEFL design. YouTube Rubric (in grading answers to the questions) Varied assessments are provided: formative, summative, performance task ranging from individual to group-collaboration assessments.	Acquisition of adaptability skill
1	Describe the assumption, nature, function, philosophy, and subject of art. Identify samples of art and non-art. Clarify misconceptions of art.	Assumptions and Nature of Art Components and Functions of Art and Its Philosophical Perspectives	2	/				For student interaction, live session which is one hour per week is done. Discussion forums are also provided for teacher-student and student-student interaction. The collaborative activities are also good avenue for students to communicate with each other. Multiple choice and true or false quiz	Students to watch the warmup video Why Art Matters. They will answer in the Stream discussion: Is art part of your daily life? Explain. Explore: Reading Activity: The Assumptions and Nature of Art The Components and Functions of Art and Its Philosophical Perspectives Explore Further: Video Discussions	YouTube Google Form Video Editor	Erase common art misconception

CLO CODE[8]	LESSON LEARNING OUTCOMES (LLO)[9]	ESSENTIAL TOPICS/CONTENT[10]	TIME FRAME	LEARNING ENVIRONMENT[11]				ASSESSMENT TASKS	TEACHING-LEARNING ACTIVITIES	RESOURCES	TARGETS
									Teacher-made video discussion YouTube video: How Art Influences Society?		
									Students to answer the 15-item quiz.		
1	Utilize elements and principles of art in creating one's artwork.	Elements and Principles of Art	1	/				Questioning Draw Me a Story	Students to watch: Most Amazing Skyscrapers in the World. Questions: Which building design took your breath away? Why? What element/s and principle/s are primarily used by the artist? Explore: Reading Activity Elements and Principles of Art Explore Further: Discussion Videos Teacher-discussion video: Elements and Principles of Art Students will create their own artwork (a drawing) that tells a memorable experience in a specific place.	YouTube Rubric for grading Draw Me a Story Video Editor	Effective choice and use of art elements and principles
1	Review the historical development of art.	Art History and Movements	1	/				Short-answer questions Major Exam	Student to watch the warmup video Evolution of Philippines Arts Questions: How and when did Philippine art start? Describe the changes of Philippine art. Explore: Reading Activity Art History and Movements: Looking Back to the Past Western Art Southeast Asian and Philippine Arts Explore Further: Discussion Video Teacher-made video Art History and Movements. Students to answer 50-item	YouTube Rubric Video Editor	Acquire the following skills: historical analysis and comprehension and chronological thinking

CLO CODE[8]	LESSON LEARNING OUTCOMES (LLO)[9]	ESSENTIAL TOPICS/CONTENT[10]	TIME FRAME	LEARNING ENVIRONMENT[11]				ASSESSMENT TASKS	TEACHING-LEARNING ACTIVITIES	RESOURCES	TARGETS
									multiple choice, true or false, and essay questions for the major exam in the prelims.This exam has no time limit and is available for 24 hours.		
2	Compare and contrast artists and artisans. Identify works of local and national artists and artisans. Explain the historical and social relevance of certain works of arts. Explain the importance of the roles of people involved in the art world.	Artist and Artisan - Production and Medium	1	/				Questioning I'MA Vloger Major Exam	Students to watch the warmup video The Artists' and Artisans' Pastime Questions: Based on the video, compare what an artist and an artisan do. How do you classify your self, an artist or an artisan? Explain. Explore Reading Activity Artist or Artisan? Explore Further: Discussion Videos Teacher-made video: Artist and Artisan - Production and Medium Artisans in the Philippines Filipino Artists: The Best in the World? Students will create a vlog featuring the artist or artisan in their barrio, their medium, and their genre. Students to answer 50-item multiple choice, true or false, and essay questions for the major exam in the midterms.This exam has no time limit and is available for 24 hours.	YouTube Video editor Rubric for I'MA Vloger	Develop appreciation of the barrio artists or artisans who are often taken for granted.
3	Identify all forms of visual, written (literary), and performance arts.	The Three Main Forms of Art: Visual, Written, and Performed.	4	/				Short-answer questions Multiple choice and true or false quiz	Students to watch warmup videos: Top 10 Richest Virtual Artists in the World 201; Top 10 Writers or Author of All Time; and The Case of Performance Art Questions: What is common among the three forms of art? Do they	YouTube Video Maker Google Form	Acquisition of basic knowledge and skills in creating visual, written, and performed arts

CLO CODE[8]	LESSON LEARNING OUTCOMES (LLO)[9]	ESSENTIAL TOPICS/CONTENT[10]	TIME FRAME	LEARNING ENVIRONMENT[11]			ASSESSMENT TASKS	TEACHING-LEARNING ACTIVITIES	RESOURCES	TARGETS
								influence society? Explain. Explore: Reading Activity The Forms of Art All About Visual Art Written Arts The World of Performing Arts Students to answer 20-item multiple choice and essay questions.		
3	Discuss the concept of soulmaking, improvisation, and appropriation. Produce an improvisation artwork.	Soulmaking Improvisation Art Appropriation Art	3	/			Questioning Quiz Performance Art Improvisation (Acting) Major Exam	Students to watch the warmup videos: (1) How Old Is Your Soul. Take the "soul test." Do you agree with the result?; (2) The Art of Improvisation. Answer: How do you apply the concepts of improvisation in daily life?; (3) Appropriation in Art. Question: When can an appropriation become bad? Explain. Explore: Reading Activity Soulmaking in Art: Sound, Soul, and Structure Improvisation Art Just What Is Appropriation Art Explore Further: Discussion Video Teacher-made video Students will answer a 20-item multiple-choice quiz. Students will create an acting-improvisation video. Students to answer 50-item multiple choice, true or false, and essay questions for the major exam in the semifinals.This exam has no time limit and is available for	YouTube Video Maker Google Form Video recorder	Discovery of individual artistic potential Enhancement of listening, body language, and insight-communication skills Development of the ability to construct knowledge from social and cultural sources and integrating this knowledge into preexisting schema.

CLO CODE[8]	LESSON LEARNING OUTCOMES (LLO)[9]	ESSENTIAL TOPICS/CONTENT[10]	TIME FRAME	LEARNING ENVIRONMENT[11]			ASSESSMENT TASKS	TEACHING-LEARNING ACTIVITIES	RESOURCES	TARGETS
								24 hours.		
4	Identify local artists and their arts. Explain the relevance of the local art in the personal, economic, social, cultural, environmental, and geo-political narratives. Present local artists and their body of works in order to promote them through a 3-page blog.	Local Artists and Their Masterpieces	2	/			Questioning Blogging	Investigate: Name one Filipino artist in each genre: painting, sculpture, writer, film director, film actor, journalist, and handicraft maker. Research about their significant contribution for the Philippine art world. Explore: Reading Activity Local Artists and Their Masterpieces Explore Further: Discussion Video Teacher-made video Blogging Create a 3-page blog featuring the Boholano artist or artisan whom you admire the most.	Video maker Free blog app Guidelines Rubric	Development and enhancement of content writing and editing skills and the skills in understanding blog audience
5	Create an art plan outlining the specific subject, form, elements, and principles of art to be applied in own grand artwork. Express oneself through application of different mediums and the use of a specific form of art. Present own art masterpiece in a creative way.	Unleashing My Inner Artist	3	/			Grand Artwork/Masterpiece Major Exam	Investigate: Students to identify the form of art where they are performing best. Look for the artist he/she admire the most in that genre. What similarity do you have with that artist? Students to create an art plan using the template provided. Students to create their grand artwork using the medium and form where they can express themselves better. The teacher will conduct a preliminary evaluation prior to the actual presentation of the artwork. Students to present the artwork through video conferencing. Students to answer 50-item	Video maker Free blog app Art Materials Costume/Props Guidelines Rubric Google Form	Development of the ability to: own and organize time; use proper nonverbal communication; engage in active listening; know when to start and stop talking; bring positive and inspiring energy; manage grace under pressure; think about the bigger picture; and stay on themselves

CLO CODE[8]	LESSON LEARNING OUTCOMES (LLO)[9]	ESSENTIAL TOPICS/CONTENT[10]	TIME FRAME	LEARNING ENVIRONMENT[11]			ASSESSMENT TASKS	TEACHING-LEARNING ACTIVITIES	RESOURCES	TARGETS
								multiple choice, true or false, and essay questions for the major exam in the finals. This exam has no time limit and is available for 24 hours.		Develop the ability to appreciate the importance of self-expression and the importance of art concepts in the day-to-day living

Grading System

Rubric-based ratings for all assessments are given the corresponding weights to comprise the grade that the student gets for the course:

Conceptualization Activity – 10%
Quizzes   – 10%
Performance Task   – 20%
Major Exam   – 60%
Total   = 100%

Class Policies and Guidelines

ATTENDANCE
* Checking of attendance during asynchronous learning is no longer done. It is everyone's imperative duty to comply all
activities and submit all requirements ON TIME.
 * Inform the teacher of planned absence, whenever a synchronous meeting is scheduled.
* Communicate directly with the teacher on concerns related to the class in an appropriate manner.
FAILURE TO TAKE SUMMATIVE TESTS AND MAJOR EXAMINATIONS
Tests and exams, whether face-to-face or online, should be taken only during the allotted schedule
(assigned by the professor and the university). No special exams are provided unless for valid
reasons, which shall be supported by documents.
EDGE (Engaging Distance Guided Education) GENERAL POLICIES

<course code> – <course title>
Course Outline (for BSN)
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These policies cover On EDGE – ONLINE/ EDGE – DIGITAL/ EDGE – PRINT.
• No one is allowed to share the materials uploaded by your professor in any social media platform
or to anybody who is not enrolled in the class (see HNU Data Privacy Policy) On EDGE – ON
CAMPUS.
• EVERYONE is, at all times, expected to be courteous and respectful with one another.

• Take extra caution in using any online application of platform. Remember that cybercrimes are prevalent nowadays. • Be punctual in coming to class or when taking your scheduled major exams as it starts on time. • Students who are not enrolled in the course are not permitted to join in the class, so do not share links.

Research Utilization[12]

RESEARCH[13]	INSTRUCTION UTILIZATION[14]
Guspara, W. & Pesurnay, A. (2021). Developing Arts Appreciation in the Pandemic Students Experience of Online Arts Collaboration.	Aid of discussion, source of updates
Neufel, R., et al. (2013). Artistic Tasks Outperform Nonartistic Tasks for Stress Reduction. Routledge Informa Ltd. England and Wales. RN: 1072954. 37-41 Mortimer Street, London W1T 3JH, UK.	Aid of discussion, sample situations
Morrissey, C. & Sherman, A. (2017). What Is Art Good For? The Socio-Epistemic Value of Art	Aid of discussion, sample situations

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[12] List of research used in instruction in response to the PAASCU Recommendation.

[13] APA 7 referencing is followed.

[14] Shortlist how and where the research is used in instruction, e.g. Research data gathered is applied in a case study.

Resources Used[15]

CALL NUMBER	DETAILS

References[16]

Gardner's Art through the Ages. A Concise History of Western Arts. Fred S. Kliener, 3rd Edition. 2012.

Alampat: An Intro to Art Appreciation. Perez, Cayas, and Narciso. 2015.

Prepared by: _____ **<signature>** _____
<name of faculty member>
Faculty

_____
Date Submitted

Reviewed by: _____
<name of department chair>
Chair, *** Department

Approved by: _____
<name of dean>
Dean, College of ***

_____
Date Approved

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[15] Place the resources used in the library in response to the PAASCU Recommendation.

[16] APA 7 referencing is followed.

SYLLABUS CHANGE POLICY: This syllabus is simply a guide for the course and may be changed without prior notice to the students. Announcements in the changes in the syllabus will be done in the Google Classroom stream.

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i Add more Teacher Information Tables as needed, else leave the extra blank.
ii Same as above.