



Purpose: It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

Course Title – Art History Survey I

Course Prefix and Number – Arts 1303

Department – Art and Drama

Division - CFA

Course Type: (check one)

- Academic General Education Course (from ACGM – but not in WCJC Core)
 Academic WCJC Core Course
 WECM course (This course is a Special Topics or Unique Needs Course: Y or N)

Semester Credit Hours # : Lecture hours# : Lab/other hours # 3:3:0

Equated Pay hours for course - 3

Course Catalog Description – Western Art from prehistoric times through the thirteenth century

Prerequisites/Corequisites - THEA reading and writing requirements met

List Lab/ Other Hours
Lab Hours
Clinical Hours
Practicum Hours
Other (list)

Approvals – the contents of this document have been reviewed and are found to be accurate.

Prepared by Phil Hoke	Signature 	Date 9/7/07
Department Head Phil Hoke	Signature 	Date 9/7/07
Division Chair Dr. Paul Spellman	Signature 	Date 9/7/07
Vice President Dr. Ty Pate	Signature 	Date 10/5/07



I. Topical Outline – Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, clinical or other non lecture instruction):

Prehistory and prehistoric art in Europe; Art of the ancient near east; art of ancient Egypt; Aegean Art; Art of Ancient Greece; Etruscan art and Roman Art; Early Christian, Jewish, and Byzantine Art; Islamic Art; Art of India before 1100; Chinese Art before 1280; Japanese Art before 1392; Art of Ancient Africa; Early Medieval Art in Europe; Romanesque Art; Gothic Art

II. Course Learning Outcomes

Course Learning Outcome	Method of Assessment
1. Distinguish various periods and styles of art from prehistory through the Gothic age. 2. Distinguish between different artistic goals and styles of differing art periods. 3. Identify how cultural values, influences and beliefs influence artistic activity.	1. exams, study guide, and research projects. 2. exams, study guide, and research projects. 3. exams, study guide, and research projects

III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.

Art History, Volume one, Prentice Hall, Inc. and Harry N. Abrams, Inc. current edition by Marilyn Stokstad, ISBN 0-13-082581-6

IV. Suggested Course Maximum - 25

V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.

None

VI. Course Requirements/Grading System – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course Exams 70%; Study guide assignment 15%; Research Paper 15%; where 90% and above =A; 80-89% = B; 70-79% = C; 60-69% = D; 59% and Lower = F.

VII. Curriculum Checklist

- **Academic General Education Course** (from ACGM – but not in WCJC Core)
No additional documentation needed

- **Academic WCJC Core Course**
Attach the Core Curriculum Checklist, including the following:
 - Basic Intellectual Competencies
 - Perspectives
 - Exemplary Educational Objectives

- **WECM Courses**
Attach the following:
 - Program SCANS Matrix
 - Course SCANS Competencies Checklist



Page 1: Competencies

Course Prefix & Number: Art 1303	
Competency	Method of Assessment
READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials – books, articles, and documents.	Exams
WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience.	Research Paper
SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience.	N/A
LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.	N/A
CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies.	Exams and Research Paper
COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information.	N/A



Page 2: Perspectives

Course Prefix & Number: Art 1303	
Perspective	Method of Assessment
1. Individual and society/world; cultural and ethnic diversity	Students will be introduced to art as it has been represented through a variety of cultures and time periods.
2. Individual, political, economic, and social aspects of life; being a responsible member of society	n/a
3. Health and wellness	n/a
4. Technology and science: use and understanding	n/a
5. Personal values for ethical behavior	Students will be held to high standards of personal responsibility and academic integrity through exams and research projects.
6. Ability to make aesthetic judgments	Students will be exposed to a variety of aesthetic views and will comment on these through exams, class discussion, and research projects.
7. Logical reasoning in problem solving	Exams and Research paper
8. Integrate knowledge from and understand interrelationships of the scholarly disciplines	



Page 3: Exemplary Educational Objectives

Course Prefix & Number:	
Component Area: Humanities and Performing/Visual Arts	
Exemplary Educational Objective	Method of Assessment
1. Demonstrate awareness of the scope and variety of works in the arts and humanities.	exams, study guide, and research projects
2. Understand those works as expressions of individual and human values within a historical and social context.	exams, study guide, and research projects
3. Respond critically to works in the arts and humanities.	exams, study guide, and research projects
4. Engage in the creative process or interpretive performance and comprehend the physical and intellectual demands required of the author or visual or performing artist.	
5. Articulate an informed personal reaction to works in the arts and humanities.	exams, study guide, and research projects
6. Develop an appreciation for the aesthetic principles that guide or govern the humanities and arts.	exams, study guide, and research projects
7. Demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.	exams, study guide, and research projects