



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 – Visual & Performing Arts

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/Co requisites – THEA reading and writing requirements met.

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

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

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|---|-----------------------------------|------------------------------|
| Prepared by | Signature | Date |
| Department Head Joe Waldrop | Signature <i>Joe Waldrop</i> | Date <i>28 April 2010</i> |
| Division Chair Dr. Paul Spellman | Signature <i>Paul Spellman</i> | Date <i>4/29/10</i> |
| Vice President of Instruction or Dean of Vocational Instruction Dr. Tyler Pate | Signature <i>Tyler Pate</i> | Date <i>4-29-10</i> |



I. Topical Outline 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 |
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| 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, Current edition

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**
If needed, revise the Program SCANS Matrix & Competencies Checklist.



Page 1: Competencies

| Course Prefix & Number: ART 1303 | |
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| 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: ARTS 1303 | |
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| Perspective | Method of Assessment |
| 1. Establish broad and multiple perspectives of the individual in relationship to the larger society and world in which he or she lives, and help the student to understand the responsibilities of living in a culturally- and ethically-diversified world; | Students will be introduced to art as it has been represented through a variety of cultures and time periods. |
| 2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life to understand ways to be a responsible member of society; | N/A |
| 3. Recognize the importance of maintaining health and wellness; | N/A |
| 4. Develop a capacity to use knowledge of how technology and science affect lives; | N/A |
| 5. Develop personal values for ethical behavior; | Students will be held to high standards of personal responsibility and academic integrity through exams and research projects. |
| 6. Develop the 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. Use logical reasoning in problem solving; | Exams and Research Paper |
| 8. Integrate knowledge and understanding of the interrelationships of the scholarly disciplines | |



Page 3: Exemplary Educational Objectives

| Course Prefix & Number: ARTS 1303 | |
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| 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 |