

Request for Courses in the Core Curriculum

Originating Department or College: Fine and Performing Arts

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Dean's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Course Number and Title: ARTS 1303 **Art History Survey: Prehistoric to Renaissance**

Please attach in separate documents:

N/A Completed Catalog Add/Change Form

x Syllabus

List the student learning outcomes (SLOs) for the course (i. e., what students should know and/or be able to do as a result of taking this course) and include the Core Curriculum Objectives (CCOs) addressed.

- 1) Students successfully completing ARTS 1303 will attain a basic and satisfactory competence in understanding common interpretive issues of the present surrounding some of the major conceptual, stylistic, and historical frameworks of the history of Western and Islamic art from prehistoric times to the early fifteenth century, within the broader context of a liberal-arts education.
- 2) Successful students will recognize and understand important stylistic, artistic, and chronological terms and parameters by identifying specific works of art, and by utilizing critical thinking in writing short essays about those works in an exam-writing format.
- 3) Successful students will utilize critical thinking in comparing and contrasting different art-historical (as well as other relevant historical) concepts through long essay assignments they will write for their in-class exams.
- 4) Successful students will actively collaborate with their peers by applying their incipient knowledge of art history in a variety of small-group discussion settings, including ones designed to shape and sharpen understanding of a range of potential exam-essay topics.

**Core-Curriculum Objectives** addressed by the Student Learning Outcome(s):

1. Critical Thinking Skills: includes creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information. (SLOs # 1, 2, 3, 4)
2. Communication Skills: includes effective written, oral, and visual communication. (SLOs #1, 2, 3)
3. Teamwork: includes the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. (SLO #4)
4. Social Responsibility: Includes intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. (SLOs #1, 2, 3, 4)

Component Area for which the course is being proposed (check one):

- |  |   |
|--|---|
| <input type="checkbox"/> Communication                   | <input type="checkbox"/> American History             |
| <input type="checkbox"/> Mathematics                     | <input type="checkbox"/> Government/Political Science |
| <input type="checkbox"/> Language, Philosophy, & Culture | <input type="checkbox"/> Social & Behavioral Science  |
| <input checked="" type="checkbox"/> Creative Arts        | <input type="checkbox"/> Component Area Option        |
| <input type="checkbox"/> Life & Physical Sciences        |   |

Competency areas addressed by the course (refer to the appended chart for competencies that are required and optional in each component area):

- X Critical Thinking X Teamwork

X Communication Skills  
    X Written Communication  
    \_\_\_ Oral Communication  
    X Visual Communication  
\_\_\_ Empirical & Quantitative Skills

\_\_\_ Personal Responsibility  
    X Social Responsibility

Because we will be assessing student learning outcomes across multiple core courses, assessment assigned in your course must include assessment of the core competencies. For each competency checked above, indicate the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

**Critical Thinking:**

Students will break into small groups to discuss the style of a projected, unidentified work of art related to the course material they have been studying, with the aim of debating what might be the work's best possible stylistic identity. With no discussion moderation or input from the instructor following the group session, each student will encounter the projected image again on their next exam; each will be prompted, on their own, to assign the unknown work to a single, specific style that has been previously studied, and to explain the cultural-contextual, historical, and visual bases for the reasoning behind their choice of style. 50% of the class will be randomly assigned into the assessment group for this and all other tested outcomes mentioned below. A university-wide critical-thinking rubric will be used to score all the essays in the assessment group, with particular emphasis placed on assessing interpretive inquiry, critical analysis, deductive synthesis, and conclusory coherence. Score results will be forwarded by the instructor to the Core Curriculum Assessment Committee for assessment review.

**Communication Skills:**

The same activity and exercise used for Critical Thinking will also be employed to assess Written Communication. A university-wide rubric designed to assess written communication will be used to score the essays in the assessment group (50% of the class, as specified in the previous section). Score results will be submitted by the instructor to the Core Curriculum Assessment Committee for assessment review.

For Visual Communication—this is inherent to the design of the Critical Thinking activity and exercise discussed above, because the exercise to be assessed is based exclusively on effective reasoning and communication about a visual image, divorced from any supporting written information about the image. Thus, assessment of Critical Thinking can also be used here to assess competency at understanding relatively sophisticated aspects of visual communication (i.e., Visual Art).

Empirical & Quantitative Skills: N/A

**Teamwork:**

Groups of two to four students will design, organize, and execute a five-to-ten-minute presentation on a work of art or architecture that is relevant to the course material, but that will also add to the knowledge base of the course (as opposed, e.g., to just repeating what the students have already learned). Following all presentations, each of the group members will complete a Team Member Critique Sheet (derived from an example by Amarillo College), addressing (both qualitatively and by quantitative means) the contribution made by each of the other students in their group. Score results will be forwarded by the instructor to the Core Curriculum Assessment Committee for assessment review.

Personal Responsibility: N/A

