PART I – Course Information

Course Type
☐ Existing/Restructured
☒ New Course Proposed Fall 2013

If new, have you submitted a Form B to the SHSU Curriculum Committee?  ☐ Yes  ☒ No

Course Prefix & Number: ARTS.1302

Texas Common Course Number (TCCN Matrix):

Course Title: Exploring Contemporary Art

Course Catalog Description (Copy and paste from online catalog for existing courses):
From the museum and printed page, to the electronic image and the worldwide web, creative expression finds its way into the everyday experiences of culture throughout the world. This course presents a critical analysis of seven major themes in contemporary art, providing students with an appreciation of the artifacts of human imagination. Through the processes of synthesis and interpretation, students will engage in critical, creative, and innovative communication about contemporary works of art.

Course Prerequisites: None

Available Online?
☐ Yes, currently developed in online delivery mode
☒ Anticipated development in online delivery mode (Semester, Year: Fall, 2014)
☐ No

Number of Sections to be Offered per Academic Year: 4

Estimated Enrollment per Section: 75

Course Level (freshman, sophomore): Freshman

Designated Contact Person (for follow-up communication purposes): Wayne Barrett

E-Mail Address: wayne.barrett@shsu.edu

Phone: 936 294 1314

Approvals

Department Chair:  [Signature]  10-22-12

Academic Dean: [Signature]  10-22-12

Page 1 of 8
Submit completed, signed form to Core Curriculum Committee - Box 2478 or Fax 4-1271
PART II – THECB Foundational Component Areas

See Appendix for full description of each component area.

Select Component Area: <Select Component Area>

In one paragraph, describe how the proposed course will fulfill the core and skill objectives of the component area: This online course offers students exposure to contemporary art. Through readings, individual and group research, and an online discussion forum, students will learn to understand, appreciate, and analyze contemporary works of the human imagination. A synthesis and interpretation of creative expression of contemporary art is accomplished by focusing on seven major themes. Exploring each theme in the text, through online discussions, and through individual and collective research, students will develop their art vocabulary. They will then use that vocabulary to explore and express their individual views in online discussions and creative group projects. By focusing on the global nature of contemporary art, students will explore the influences of materials, religion, economics, and politics on artistic expression and how that social environment responds and helps shape that expression. Such focus provides a context in which students explore the interaction between art and society and develop their understanding and sensitivity of diverse cultures.

PART III – Course Objectives & Student Learning Outcomes (SLO)

Insert the applicable course objectives stated as student learning outcomes (e.g., Students completing the course will be able to…) that support the core component area objectives. Please reference the component rubric for additional information on core component area objectives.

Objective/SLO 1: During this course, students will demonstrate through written analysis, online discussions, exams and a final project, their knowledge, understanding, and appreciation of contemporary art, its lineage and importance in modern culture.

How will the objective be addressed (including strategies and techniques)?
Students will be introduced to dominant themes at work in contemporary art by reading the sections devoted to these themes. Each section covers the origin of that topic, examples of how it is expressed, and a discussion of how and where it influences modern culture.

Describe how the objective will be assessed: This requirement will be evaluated in three exams covering the material presented, written assignments on topics specific to these themes, and online discussions directed and moderated by the instructor.

Objective/SLO 2: During this course, students will demonstrate through written assignments and online group discussions, their knowledge, understanding and appreciation of how artists influence our view of the modern world.

How will the objective be addressed (including strategies and techniques)?
The text used in the course addresses the influences of art on society and discusses them in an introductory manner. Written assignments will challenge students to research and document how art and artists influence modern culture.

The instructor will also, through individual and group discussions, present related idea threads that challenge and engage students in both explorations of their personal points of view and research they have conducted.

Describe how the objective will be assessed: The written assignment will be evaluated for organization, content, and presentation using a rubric.

The online discussions will be monitored and led by the instructor. The quality and quantity of student engagement will be graded via rubric in each of the six discussion threads initiated by the instructor. Each of six threads will be worth a maximum of 50 points.

Objective/SLO 3: During this course, students will demonstrate through written analysis, their knowledge, understanding, and appreciation of how and why we respond to the artifacts of contemporary art.

How will the objective be addressed (including strategies and techniques)?
The course text introduces students to this topic in each of the major themes being presented. The instructor will present a list of influential contemporary artists. In written assignments, the student will select one of the artists, research and analyze the contributions of that artist, and relate their personal responses to the work. Students will further examine the cultural influences that shaped the artist and how the work influences social discussion and contemporary ideas.

Describe how the objective will be assessed: The written assignments will be graded by the instructor via rubric based upon the requirements of the paper, the research presented of the subject matter, and the depth of its content.

Objective/SLO 4: During this course, students will demonstrate through written analysis and online group discussions, their awareness, understanding, and knowledge of the current dialogue that surrounds the creation, exhibition, and discussion of new works of art.

How will the objective be addressed (including strategies and techniques)?
Students are introduced to this topic in the text which is reinforced in class discussions. Students will further research on their own and enter into online discussions both individually and in small groups. A researched written assignment over this topic will be required.

Describe how the objective will be assessed: The instructor will monitor individual and group discussions and evaluate students on their engagement and the depth of their contributions via rubric. The written research paper will include visual examples and be graded for both presentation and content via rubric.
Objective/SLO 5: During this course, students will demonstrate through written analysis, online group discussions and exams, their knowledge, understanding, and appreciation of international and intercultural influences on the world of contemporary art.

How will the objective be addressed (including strategies and techniques)?
The subject will be addressed through readings in the course text as well as library and internet research. In the final group project for the course, students will create a digital media presentation on the influences of an individual artist or artwork on the larger world of contemporary art.

Describe how the objective will be assessed: The final group project will be evaluated by the instructor with use of a rubric, centering upon its content and the effectiveness of its presentation. Peer evaluation within the group will be considered in the final assessment grade.

PART IV – THECB Skill Objectives

Address each of the THECB skill objectives required within the component area. Explain how the skill is addressed, including specific strategies to address the skill(s). Address ALL skill objectives associated with the selected Component Area. (See Appendix)

1. Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

How will the skill be addressed (including specific strategies, activities, and techniques)?
1. Discussion threads - in the discussion topics in the course, students will be challenged to research the given topic and present creatively online (through examples and presentation) their knowledge and views of the presented topic/thread. Students will challenge and defend various views on the topic presented.
2. Written papers - in the three assigned papers for the course, students will be asked to research, synthesize, analyze and present their views on the given artist/work.
3. Individual research - research will be essential in order to make useful contributions to online discussions, make strong arguments in papers, and ultimately develop individual informed opinions about the artifacts of contemporary art.
4. Final group media presentation - students will do research for the final media presentation. They will then work together to analyze, evaluate, and synthesize that research into the final creative presentation.

2. Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication

How will the skill be addressed (including specific strategies, activities, and techniques)?
1. Online discussions - students will make regular written and visual entries in threaded discussions moderated by the instructor. Students will express informed opinions and support them using visual examples.
2. Papers - in the three assigned research papers for the course, students will express informed opinions using personal research, presented with written and visual examples. One of these papers will challenge students to present a strong argument for or against a posed controversial
statement concerning contemporary art and culture. Students will be challenged to explore and effectively express their individual perspectives on the topic presented.

3. Final group projects - the final project for the course will use visual and sound media to present researched information and personal/group views concerning the interplay of international culture and contemporary art.

3. **Empirical and Quantitative Skills**: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

How will the skill be addressed (including specific strategies, activities, and techniques)?

n/a

4. **Teamwork**: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

How will the skill be addressed (including specific strategies, activities, and techniques)?

1. Group discussions - throughout the course, students will exchange views, research, and experiences through discussion groups. This will bring a smaller group of students together and build closer personal relationships between them. Each student will be encouraged to bring their own cultural, experiences and views to the discussion. Discussion threads (questions posed by the instructor) will be designed to prompt student engagement in dialog on such diversity, emphasizing values as they are nurtured and expressed in artistic works by varied cultures in our society.

2. Final group projects - the final assignment for the course provides an opportunity for this smaller group, who have been communicating with one another throughout the course, to work collaboratively together to complete the final digital presentation. The group will be required to integrate knowledge (experiential and researched), problem solving, and presentation skills together as they analyze and communicate their findings and views.
5. **Personal Responsibility**: to include the ability to connect choices, actions and consequences to ethical decision-making

How will the skill be addressed (including specific strategies, activities, and techniques)?

6. **Social Responsibility**: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

How will the skill be addressed (including specific strategies, activities, and techniques)?
The text was chosen specifically because of its broad intercultural emphasis. As an example, Chapter 2 of the course text focuses on the theme of "the Body." With this topic comes a discussion of the values at work in society and possible reactions to certain images of the human body. The discussion thread for that chapter would focus on student views and defense of individual moral positions on that topic. e.g. "How might cultural and moral reactions have changed in response to artistic works of the human body in past 100 years?" Or "How do different cultures react to certain types of subject matter. Why do such cultures react differently?"

In one of the written assignments for the course, students are asked to address the cultural influences that shaped a given artist and how an artists' work can influence public discussion of social, cultural, and/or religious values.

**PART V – SHSU Core Curriculum Committee Requirements**

1. Using a 15-week class schedule, identify the topics to be covered during each week of the semester. Provide sufficient detail to allow readers to understand the scope and sequence of topics covered.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to the online course site, the syllabus and requirements. The course discussion forum will be discussed and groups will be assigned.</td>
</tr>
<tr>
<td>Week 2</td>
<td>Chapter 1 in the text: The Art World Expands Course online discussion: finding art.</td>
</tr>
<tr>
<td>Week 3</td>
<td>Chapter 2 in the text: Theme 1: Identity Individual and group online discussions.</td>
</tr>
<tr>
<td>Week 4</td>
<td>Online discussions continue. Assignment 1 paper due.</td>
</tr>
<tr>
<td>Week 5</td>
<td>Chapter 3 in the text: Theme 2: The Body</td>
</tr>
<tr>
<td>Week 6</td>
<td>Individual online discussion: cultural and moral boundaries in art Group online discussion Quiz 1 over chapters 1 - 3 given online</td>
</tr>
<tr>
<td>Week 7</td>
<td>Chapter 4 in the text: Theme 3: Time Individual online discussion</td>
</tr>
<tr>
<td>Week 8</td>
<td>Group online discussion Assignment 2 paper due</td>
</tr>
<tr>
<td>Week 9</td>
<td>Chapter 5 in the text: Theme 4: Place</td>
</tr>
</tbody>
</table>

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| Week 10 | Group online discussion  
|         | Quiz 2 over chapters 4 and 5 given online |
| Week 11 | Chapter 6 in the text: Theme 5: Language  
|         | Individual online discussion |
| Week 12 | Group online discussion  
|         | Assignment 3 paper due |
| Week 13 | Chapter 7 in the text: Theme 6: Science  
|         | Individual and group online discussions |
| Week 14 | Chapter 8 in the text: Theme 7: Spirituality  
|         | Group online discussions and work the concerning final group presentations  
|         | Quiz 3 over chapters 6, 7, and 8 given online |
| Week 15 | Final group presentations given online |

2. Attachments (Syllabus Required)

Syllabus Attached?  ☑ Yes  ☐ No

Other Attached?  ☑ Yes  ☐ No  If yes, specify: Rubrics for the written assignment, online discussions, and the group digital media project.
Appendix: THECB Component Area Descriptions and Skill Requirements

I. Communication (Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.)

II. Mathematics (Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.)

III. Life and Physical Sciences (Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.)

IV. Language, Philosophy, and Culture (Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.)

V. Creative Arts (Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.)

VI. American History (Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.)

VII. Government/Political Science (Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.)

VIII. Social and Behavioral Sciences (Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.)

### Required Skill Objectives

<table>
<thead>
<tr>
<th>Foundational Component Areas</th>
<th>Skill Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>Communication</td>
<td>✓</td>
</tr>
<tr>
<td>Mathematics</td>
<td>✓</td>
</tr>
<tr>
<td>Life and Physical Sciences</td>
<td>✓</td>
</tr>
<tr>
<td>Language, Philosophy &amp; Culture</td>
<td>✓</td>
</tr>
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<td>Creative Arts</td>
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<td>American History</td>
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<tr>
<td>Social and Behavioral Sciences</td>
<td>✓</td>
</tr>
</tbody>
</table>
Sam Houston State University
College of Fine Arts and Mass Communication
Department of Art

ARTS 1302, SECTION 01
EXPLORING CONTEMPORARY ART
3 Credit Hours
Fall Semester, 2014

Class Location: SHSU Online at: http://distance.shsu.edu/
Instructor: Patric Lawler, Associate Professor
Office Location: Huntsville Campus, Art Complex, Bldg D, Room 105
Instructor Contact Information: (936) 294-3726
Office Hours: E-Mail: art_pkl@SHSU.EDU
M, T, W, R 9:00-11:00am

COURSE DESCRIPTION: From the museum and printed page, to the electronic image and the worldwide web, creative expression finds its way into the everyday experiences of culture throughout the world. This course presents a critical analysis of seven major themes in contemporary art, providing students with an appreciation of the artifacts of human imagination. Through the processes of synthesis and interpretation, students will engage in critical, creative, and innovative communication about contemporary works of art. This course is for non-majors. Pre-requisites: none. Credit: 3

LEARNING OUTCOMES
During this course, students will demonstrate through written analysis, online discussions, exams and a final project, their knowledge, understanding, and appreciation of:
1. contemporary art, its lineage and importance in modern culture.
2. how artists influence our view of the modern world.
3. how and why we respond to the artifacts of contemporary art.
4. the current dialogue that surrounds the creation, exhibition, and discussion of new works of art.
5. International and intercultural influences on the world of contemporary art.

TEXT/RESOURCES
Title: Themes of Contemporary Art: Visual Art after 1980
Author: McDaniel, C, and Robertson, J.
Edition: 2nd, 2010
Publisher: Oxford University Press

ATTENDANCE POLICY
In accordance with University Policy, regular attendance is both required and expected and will be necessary for successful completion of the course. Because this online course does not have a regular time at which to measure attendance, it will be evaluated via your timely engagement with the course materials, i.e. the course text, blogs and discussions, assignments, and quizzes. Such engagement may be used in establishing final grades

ARTS 1302 Exploration of Contemporary Art
**Grading Policy**

Students will be evaluated by performance on graded assignments, tests, and online discussions as follows:

- Written assignment 1: 100 points
- Written assignment 2: 100 points
- Written assignment 3: 100 points
- Six individual and group discussion blogs: 300 points
- Three exams: 150 points
- Final Group Media Project: 200 points

The total possible for the course is 950 points. Ultimately, letter grades must be assigned to course work. Under the definitions established by Sam Houston State University, students who receive the following letter grades are considered to have reached the level of attainment defining that letter. Thus, letter grades may be interpreted this way:

- A= Excellent
- B= Well above average
- C= Average
- D= Barely passing
- F= Failure

<table>
<thead>
<tr>
<th>Final grade</th>
<th>Total points within this range</th>
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<tbody>
<tr>
<td>A</td>
<td>855 to 950</td>
</tr>
<tr>
<td>B</td>
<td>760 to 854</td>
</tr>
<tr>
<td>C</td>
<td>665 to 759</td>
</tr>
<tr>
<td>D</td>
<td>570 to 664</td>
</tr>
<tr>
<td>F</td>
<td>Below 570</td>
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</tbody>
</table>

**Notes:**

1. No grades will be “curved” or adjusted.
2. There is no extra credit offered in this course.
3. Instructor cannot post grades publicly or give them to you over the telephone. All grades will be posted on the course website.
4. Check the class schedule online at SHSU.edu for deadlines for dropping courses without grade of F, and the last day for resignations without receiving WP or WF marks.

**Make-up Policy**

Students are allowed to submit late assignments up to two weeks past their original due date. Beyond that two-week period, the grade will become a zero. Quizzes and tests will be taken online during the week in which they are released. Beyond that one-week window, it will become a zero with no chance for make-up. True medical emergencies may mitigate the above. Complete documentation must be provided.

**Academic Dishonesty**

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see: [http://www.shsu.edu/~slo_www/](http://www.shsu.edu/~slo_www/)
STUDENTS WITH DISABILITIES POLICY

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center. For a complete listing of the university policy, see:

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20....” A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For a complete listing of the university policy, see:

VISITORS IN THE CLASSROOM

Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar’s Office. This policy does not apply to online courses, although students are expected to complete their own work in the course.

USE OF PHONE & TEXT MESSAGING IN THE CLASSROOM

Students will refrain from behavior in the classroom that intentionally or unintentionally disrupts the learning process and, thus impedes the mission of the university. Please turn off or mute your cellular phone and/or pager before class begins. Inappropriate behavior in the classroom shall result, minimally, in a directive to leave class or being reported to the Dean of Students for disciplinary action in accordance with university policy. Again this policy does not apply to an online course.

DEPARTMENT OF ART BFA REVIEW

The BFA review is the Department of Art’s process of review and evaluation before admitting students into any of the Department’s Bachelor of Fine Arts programs.

Upon completion of the 6 foundation art classes [WASH (or ARTS 1313, 1314, 1315),
1316, 1317, and the first course in the discipline], students apply to participate in the review by signing up in the Art Department office. Usually, taking ARTS 1317 triggers the preparation semester for the review.

Currently, students are notified in class or during advisement that they are eligible for review participation during the semester before their first review. However, students’ eligibility is noted in the catalog and students are responsible for knowing the semester they are to participate for the first time. In either case, students sign up in the Art Office early the semester of the review. Non-participation after either signing up or after being advised to sign up, will result in a negative vote for that semester’s review. Students receiving a negative vote will have a second opportunity to participate the following semester. If a second negative vote is received, the student will only be allowed to declare a BA degree in Art.

**Defacing University Property**

Do not paint on concrete, asphalt, trees, sides of buildings, etc. When using any kind of paint use a drop cloth or tarp to protect the surface from overspray. Defacing university property is prohibited by university policy. Students will be held responsible for the cost of damages to the facilities.

**Tentative Course Outline**

1) Weeks 1 and 2
   a) Introduction to the course and the text
   b) Establishing and using the course Blog
      i) Individual contributions
      ii) Group blog discussions and group work
      iii) Rubrics for evaluating blog entries
   c) Chapter 1 – *The Art World Expands*
   d) Course blog individual discussion: finding art

2) Weeks 3 and 4
   a) Chapter 2 - Theme 1: *Identity*
   b) Course blog individual discussion: how and why we respond to art
   c) Group discussion and blog work
   d) Assignment 1 paper due

3) Weeks 5 and 6
   a) Chapter 3 – Theme 2: *The Body*
   b) Course blog individual discussion: cultural boundaries for art
   c) Group discussion and blog work
   d) Quiz 1 online

4) Weeks 7 and 8
   a) Chapter 4 - Theme 3: *Time*
   b) Course blog individual discussion: to be decided
   c) Group discussion and blog work
   d) Assignment 2 paper due

5) Weeks 9 and 10
   a) Chapter 5 - Theme 4: *Place*
   b) Course blog individual discussion: how artists connect with their surroundings
   c) Group discussion and blog work
   d) Quiz 2 online

6) Weeks 11 and 12
   a) Chapter 6 - Theme 5: *Language*
   b) Course blog individual discussion: does art have a language of its own
   c) Group discussion and blog work
   d) Assignment 3 paper due
7) Weeks 13 and 14
   a) Chapter 7 - Theme 6: *Science*
   b) Course blog individual discussion: to be decided
   c) Group discussion and blog work
8) Week 15
   a) Chapter 8 - Theme 7: *Spirituality*
   b) Group blog discussion and work concerning final group presentation
   c) Quiz 3 online
9) Finals week
   a) Final Group Presentation: national or cultural influences on contemporary art from a global perspective.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marginal (2 pts.)</th>
<th>Acceptable (3 pts.)</th>
<th>Accomplished (4 pts.)</th>
<th>Exceptional (5 pts.)</th>
<th>100 pts. max</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content 40%</td>
<td>No clear direction dictates the content of the paper. Ideas presented are unrelated to the material. Lacks accurate evidence or fails to connect evidence to claims.</td>
<td>The paper shows direction but lacks a clear thesis statement or is not argumentative. Ideas presented demonstrate a misunderstanding of the material. Provides limited evidence or contains multiple errors.</td>
<td>A Thesis is stated as an argument, but is somewhat unclear or unrepresentative of the overall content. Ideas presented demonstrate a familiarity with the material. Provides adequate evidence, but some of it is either incorrect or irrelevant.</td>
<td>Thesis statement is presented as an argument and accurately relates to the content of the paper. Ideas presented demonstrate strong engagement with the material. Provides abundant, accurate and convincing evidence in support of the stated thesis.</td>
<td>__ x 8</td>
</tr>
<tr>
<td>Organization 10%</td>
<td>Art is unidentified to the extent that the works being discussed become unclear. Images are not provided or are irrelevant. Organization and structure detract from the message of the writer. Paragraphs are arbitrary, and lack clear thought.</td>
<td>Art identification is an issue that detracts from the paper. Images provided are unlabeled or not mentioned in the text. Organization and structure detract from the message of the writer. Paragraphs are disjointed and lack transition of thoughts. The paper does show some consideration for how it ends.</td>
<td>Most art is identified well, style may be distracting. Images are provided for the primary subject, cited in the text, and clearly labeled. Structure is mostly clear and easy to follow. Paragraph transitions are present. Conclusion summarizes the claim.</td>
<td>All art/info is fully identified in a natural and flowing manner. Images are provided where appropriate, cited in the text, and clearly labeled. Structure of the paper is clear and easy to follow. Paragraph transitions are logical and maintain the flow of thought throughout the paper. Conclusion brings the argument back to the claim in a meaningful way.</td>
<td>__ x 3</td>
</tr>
<tr>
<td>Research 15%</td>
<td>Major points are not clear and/or unsupported. No sources cited.</td>
<td>Major points are addressed, but not well supported by referenced sources. Only has non-scholarly sources cited.</td>
<td>Major points are stated and sometimes supported by referenced sources. Includes one scholarly source or two non-scholarly sources.</td>
<td>Major points are stated clearly and are well supported by referenced sources. Utilizes two scholarly sources.</td>
<td>__ x 3</td>
</tr>
<tr>
<td>Grammar, Punctuation 15%</td>
<td>Paper contains excessive grammatical, punctuation, and spelling errors. The writing style lacks refinement and the language is confusing.</td>
<td>Paper contains numerous grammatical, punctuation, and spelling errors. The writing style is somewhat too casual or the language is confusing.</td>
<td>Paper contains few grammatical, punctuation and spelling errors. The writing style is mostly professional and Language is understandable.</td>
<td>Rules of grammar, usage, and punctuation are followed; spelling is correct. Writing style is professional and language is clear.</td>
<td>__ x 4</td>
</tr>
<tr>
<td>Format and Length 10%</td>
<td>Citations are not used in a meaningful way. Paper Length highly affects the usefulness of the assignment. Excessive formatting issues.</td>
<td>Paper follows a MLA format with multiple errors. Paper length is inadequate in a way that detracts from the assignment. Numerous formatting issues.</td>
<td>Paper Mostly follows MLA format and uses footnotes. Paper is at least a page under required length. Font or Spacing is moderately incorrect.</td>
<td>Paper follows MLA format and uses footnotes. Paper fulfills length requirements. Font and spacing fulfills requirements.</td>
<td>__ x 2</td>
</tr>
<tr>
<td>Criteria</td>
<td>Exceptional (10 pts.)</td>
<td>Accomplished (8 pts.)</td>
<td>Acceptable (6 pts.)</td>
<td>Poor (4 pts.)</td>
<td>200 pts. max</td>
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</tr>
<tr>
<td>Accuracy and Effectiveness of chosen content (40%)</td>
<td>Gave great info on the artist or movement, with extensive examples of work.</td>
<td>Gave good info on the artist or movement, included many examples of work.</td>
<td>Gave fair amount of info on the artist or movement, included several examples of work.</td>
<td>Gave only limited info on the artist or movement, included few examples of work.</td>
<td>___ x 8</td>
</tr>
<tr>
<td>Flow/Sequencing of information in the presentation (10%)</td>
<td>Gave great info on tying the artist/movement to their historical context or background.</td>
<td>Gave good info on tying the artist/movement to their historical context or background.</td>
<td>Gave a fair amount of info on tying the artist/movement to their historical context or background.</td>
<td>Gave limited info on tying the artist/movement to their historical context and background.</td>
<td>___ x 2</td>
</tr>
<tr>
<td>Presentation Quality (15%)</td>
<td>Pictures and visual aids look great and flow logically to convey the information properly.</td>
<td>Pictures and visual aids look good and flow well to convey the information properly.</td>
<td>Pictures and visual aids look fair.</td>
<td>Pictures and visual aids are below expectations and don't flow logically to convey the information properly.</td>
<td>___ x 3</td>
</tr>
<tr>
<td>Group Work (15%) (peer evaluation)</td>
<td>Group worked very well with each other. All students were able to participate and share their ideas. Ideas were respected by others.</td>
<td>Group worked cooperatively together. Some students spoke more than others and some ideas were ignored.</td>
<td>Group worked at an inconsistent level. One student lead while the others followed, or students ideas/thoughts were ignored.</td>
<td>Group worked poorly with one another. Conflicts that hindered the project goals. Ideas ignored.</td>
<td>___ x 3</td>
</tr>
<tr>
<td>Bibliography (10%)</td>
<td>Cited an extensive number of sources and all formatted correctly and in alphabetical order.</td>
<td>Cited the required number of sources and formatted correctly.</td>
<td>Cited the required number of sources, but did not format correctly.</td>
<td>Cited less than the required number of sources. Did not use standard formatting.</td>
<td>___ x 2</td>
</tr>
<tr>
<td>Length (10%)</td>
<td>Four minutes or more</td>
<td>3 minutes</td>
<td>2 minutes</td>
<td>1 minute or less</td>
<td>___ x 2</td>
</tr>
<tr>
<td>Criteria</td>
<td>Exceptional (5 pts.)</td>
<td>Accomplished (4 pts.)</td>
<td>Acceptable (3 pts.)</td>
<td>Marginal (2 pts.)</td>
<td>50 pts. max</td>
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<tr>
<td>Reference 20%</td>
<td>Student refers to other posts. The reply post is always related to the thread.</td>
<td>Student refers to other posts. The reply post is usually related to the thread.</td>
<td>Student does refer to other posts. The reply post is sometimes related to the thread.</td>
<td>Student does not refer to other posts or the referred posts are irrelevant, inappropriate or unrelated to the thread. The post may be a repeat of prior posts.</td>
<td>x 2</td>
</tr>
<tr>
<td>Clarity 20%</td>
<td>The post enhances the discussion and is expressed in clear and concise opinion.</td>
<td>The post adds to the discussion. The poster usually expresses their opinion clearly.</td>
<td>The post adds to the discussion in a limited way. The poster expresses their opinion in a limited mode.</td>
<td>The student post shows a lack of clarity on their opinion.</td>
<td>x 2</td>
</tr>
<tr>
<td>Argument 30%</td>
<td>The student has developed the argument using appropriate language. The argument is clearly and appropriately supported by facts, opinions and related materials including links.</td>
<td>The student has developed an argument using appropriate language. The argument is often supported by facts, opinions and related materials.</td>
<td>The student has developed a limited argument, using appropriate language. The argument is often unsupported.</td>
<td>Contains no relevant questions and does not formulate an argument.</td>
<td>x 3</td>
</tr>
<tr>
<td>Critique 10%</td>
<td>The student is judging other posts on their merits. The student provides a detailed critique of posts in an appropriate manner.</td>
<td>The student is usually judging other posts on there merits. The student provides a critique of posts in an appropriate manner.</td>
<td>The student provides a simple critique of posts in an appropriate manner.</td>
<td>Student does not provide any critique of other posts or comments or does so in an inappropriate manner.</td>
<td>x 1</td>
</tr>
<tr>
<td>Questioning 20%</td>
<td>The student structures appropriate focusing or challenging questions related to the topic and previous posts. The student answers the questions posted by their peers with depth and shows a high degree of understanding. Can defend his or her position of stance on a topic.</td>
<td>The student structures appropriate questions which are related to the topic and previous posts. The student answers the questions posted by their peers, provides a limited defence of position or stance.</td>
<td>The student states simple questions which are related to the topic. Student answer some of the questions posted by their peers.</td>
<td>The student does not pose any questions or does not respond to questions offered by their peers.</td>
<td>x 2</td>
</tr>
</tbody>
</table>