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 1303

Texas Common Course Number (TCCN Matrix): ARTS 1303

Course Title: Survey I: Pre-Renaissance Art History

Course Catalog Description (Copy and paste from online catalog for existing courses):
This course provides a chronological survey of the major monuments of painting, sculpture, architecture, textiles, and metalwork from the ancient through the medieval periods.

Course Prerequisites: None

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

Number of Sections to be Offered per Academic Year: 4

Estimated Enrollment per Section: 30

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  Date

Academic Dean: [Signature]  10-22-12  Date
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 course immerses students in a study of creative artifacts and works of the human imagination, from the Pre-Historic era to the beginning of the Renaissance, with an emphasis on both appreciation and interpretation of such works. This course emphasizes the social, political, cultural, and historic environments that produced such works including how and why such expression became necessary. Students will learn to identify and differentiate both individual artworks and the periods and eras in which they were created and, through the development of their art vocabulary, better prepare themselves to think, discuss, and write critically about art.

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: Students will demonstrate their knowledge and understanding of important creative works dating from the Pre-historic era to the beginning of the Renaissance, as reflected in online discussions, on written exams and on a graded research paper.

How will the objective be addressed (including strategies and techniques)?
This information will be presented to students by the instructor during classroom lectures and discussions, and readings in the text. Such knowledge and understanding will be developed by engaging students in online discussions, viewing online supporting materials, and researching for individual written papers.

Describe how the objective will be assessed: Knowledge and understanding of creative works and the periods from which they emerged, will be assessed through written exams (including essay questions involving critical thinking), a rubric designed to evaluate online discussions, and a research paper. Such understanding will also be demonstrated in the final group project which will be evaluated via rubric.

Objective/SLO 2: Students will identify the influences of artistic, historical, political, and social trends on the creation of major art works of the era.

How will the objective be addressed (including strategies and techniques)?
Exposure to and discussion of artworks, generated in identified geographical and social environments, will be provided in class lectures and emphasized in readings in the course text.
Describe how the objective will be assessed: Knowledge and understanding of these important influences will be assessed through written exams that include essay questions, a research paper, and a final group project. All these will be assessed via rubric.

**Objective/SLO 3:** Students will identify individual works by recognition of style or historical period, and answer questions related to these works both in class, on written exams, and in online discussions.

How will the objective be addressed (including strategies and techniques)?
Individual works will be presented and discussed both in class and online. This will be reinforced by reading in the text, individual research, and the final group project.

Describe how the objective will be assessed: Written exams will test students' abilities to identify individual works by style and time-period. The online discussions will be evaluated via established rubric.

**Objective/SLO 4:** Students will generate an MLA formatted research paper that utilizes appropriate research methods. This paper will articulate assessment of a major work of art, the milieu from which it grew, its formal characteristics, and its cultural and historical context.

How will the objective be addressed (including strategies and techniques)?
The assigned research paper will ask students to select a major work of art referenced in the text and/or in class, and research both the artist and the atmosphere that produced the work (historical, cultural, social, religious, political). The written paper will present both the work, the artist, and the atmosphere that produced it.

Describe how the objective will be assessed: This research paper will be graded for content and form using a rubric. Grading of content will emphasize the student's success in documenting its formal characteristics, and its cultural and historical context.
Objective/SLO 5: Students will complete a group project that involves curating a room in a three-dimensional cyber-museum devoted to presenting works from an area beyond the Western world.

How will the objective be addressed (including strategies and techniques)? The instructor will assign groups and the art that is to be presented the first day of class and review the requirements of the assignments in Week 11. Students will research the art produced in the assigned geographic area and time period. Images will be prepared in digital form and arranged by the group. Summary placards will be written and placed within the room along with an introductory essay explaining why the works were selected and how they reflect the society of that time and place.

Describe how the objective will be assessed: The instructor will use an assignment rubric to evaluate the selection of works and how those works, together with the supporting written material, tell the story of a time and place in art history.

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)? This course provides an opportunity for students to learn about and identify the artifacts of the human imagination from the Pre-historic to the beginning of the Renaissance. Students will critically compare, contrast, and discuss artifacts from different cultures, and synthesize and communicate personal analysis and evaluation in class, online in course discussions, and in the assigned research paper. The final group project will further provide students with an opportunity to research, analyze, evaluate, and synthesize the works of a given period and geographical location and creatively present such works to the class.

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)? In-class presentations and online discussions of creative expression are central to learning in this course. Lectures and discussion questions are designed to involve students in a dialogue about art and the historical and cultural context from which it is expressed. The creation of the individual research paper directly engages students in an analysis of a specific work and compels them to express individual views in formal ways that involve the vocabulary of art. The final group project involves students communicating their collective views of specific works to the class as a whole through both the display of such works and the written explanation of the group exhibit.
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)?

Students will be assigned to a small group during the first week of the course. The groups will be assigned a historical period of a non-Western country. They will be required to curate an online museum exhibit. This will involve working closely with the group to research and evaluate the works produced, synthesize that information, and select representative pieces. Final presentations will include both copies of the works and written guides that explain the choices and their historical and cultural context. They will work throughout the semester and complete the group project online the last full week of the semester.
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)? Throughout this course, emphasis will be placed on both individual artistic works and the historical and cultural context from which they were expressed. In order to understand the artworks, students will be required to understand the surrounding culture that produced them. This connection will be explicitly discussed in class, online discussions, and the course text. By making, exploring, and analyzing this connection, students will better understand diverse historical cultures and their modern-day equivalents. An understanding of cultural history informs students about the role of art in regional, national, and global communities.

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**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 1</th>
<th>Course Begins: Introduction to Course. Groups established for Final Project.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Ch. 1: Prehistoric Art in Europe, Rock Painting</td>
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<tr>
<td>Week 3</td>
<td>Ch. 2: Art of the Ancient Near East</td>
</tr>
<tr>
<td>Week 4</td>
<td>Ch. 3: Art of Ancient Egypt: Palette of Narmer, Writing, Funerary Texts, Pyramids</td>
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<tr>
<td>Week 5</td>
<td>Ch. 4: Aegean Art</td>
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<tr>
<td>Week 6</td>
<td>Ch. 5: Art of Ancient Greece</td>
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<td><strong>Exam One</strong></td>
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<tr>
<td>Week 7</td>
<td>Ch. 6: Etruscan and Roman Art</td>
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<td>Research Paper assigned</td>
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<td>Week 8</td>
<td>Ch. 8: Islamic Art- Art and Architecture in the Three Empires</td>
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<tr>
<td>Week 9</td>
<td>Ch. 9: Art of South and Southeast Asia</td>
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<td>Week 10</td>
<td>Ch. 10: Chinese and Korean Art</td>
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<td>Research Paper due</td>
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<tr>
<td>Week 11</td>
<td>Ch. 12 Art of the Americas before 1300</td>
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<td><strong>Exam Two</strong></td>
</tr>
<tr>
<td>Week 12</td>
<td>Ch. 13 Art of Ancient Africa</td>
</tr>
</tbody>
</table>

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Submit completed, signed form to Core Curriculum Committee - Box 2478 or Fax 4-1271
CORE CURRICULUM COMPONENT APPLICATION
Sam Houston State University

Week 13
Ch. 14: Early Medieval Art of Europe
Ch. 15 Romanesque Art

Week 14
Ch. 16: Gothic Art of the Twelfth and Thirteenth Centuries

Week 15
Ch. 17: Fourteenth Century Art in Europe
Group Museum Project due
Final Exam (during final exam week)

2. Attachments (Syllabus Required)

Syllabus Attached? ☑ Yes ☐ No

Other Attached? ☑ Yes ☐ No If yes, specify: Rubrics that assess online discussions, a research paper, and a final group museum 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>Critical Thinking</th>
<th>Communication</th>
<th>Empirical &amp; Quantitative</th>
<th>Team Work</th>
<th>Social Responsibility</th>
<th>Personal Responsibility</th>
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</thead>
<tbody>
<tr>
<td>Communication</td>
<td>✅</td>
<td>✅</td>
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<td>✅</td>
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<tr>
<td>Mathematics</td>
<td>✅</td>
<td>✅</td>
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<td>Life and Physical Sciences</td>
<td>✅</td>
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<tr>
<td>Language, Philosophy &amp; Culture</td>
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<td>✅</td>
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<tr>
<td>Creative Arts</td>
<td>✅</td>
<td>✅</td>
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<tr>
<td>American History</td>
<td>✅</td>
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Submit completed, signed form to Core Curriculum Committee - Box 2478 or Fax 4-1271
Sam Houston State University
College of Fine Arts and Mass Communication
Department of Art

ARTS 1303, SECTION 01
SURVEY I: PRE-RENAISSANCE ART HISTORY
3 Credit Hours
Fall Semester, 2014

Class Location: Art Complex, Bldg. E, Room 108
Class Meeting Times: T, R 9:30-10:50 a.m.
Instructor: Dr. Amy L. Haggard
Office Location: Huntsville Campus, Art Complex, Bldg E, Room 116
Instructor Contact Information: (936) 294-1315
E-Mail: ali020@SHSU.EDU
Office Hours: M, T, W, R, 11:00-1:00 p.m.

Course Description
This course provides a chronological survey of the major monuments of painting, sculpture, architecture, textiles, and metalwork from the ancient through the medieval periods.

Addition to the Course Description
Throughout the course, the visual arts are treated as part of a larger world, in which geography, politics, religion, economics, philosophy, social life, and the other creative arts are related components of a vibrant, cultural landscape. Pre-requisites: none. Credit: 3

Learning Outcomes
During this course, students will:
1. demonstrate their knowledge and understanding of important artistic works dating from the Pre-historic era through the Renaissance, as reflected in online discussions, on written exams and on a graded research paper.
2. identify the influences of artistic, historical, political, and social trends on major art works of the era.
3. identify individual works by recognition of style or historical period, and answer questions related to these works both in class, on written exams, and in online discussions.
4. generate an MLA formatted research paper that utilizes appropriate research methods. This paper will articulate assessment of a major work of art, the milieu from which it grew, its formal characteristics, and its cultural and historical context.
5. complete a group project that involves curating a room in a three-dimensional cyber-museum devoted to presenting works from an area beyond the Western world.

Text/Resources
Title: Art History, Volume 1 Plus NEW MyArtsLab, 3/E
Authors: Marilyn Stokstad, University of Kansas
Publisher: Pearson Publishing, 2008

Attendance Policy
In accordance with University Policy, regular attendance is required and expected and will be necessary for successful completion of the course. Attendance will be taken each in-class day and attendance figures will be used in figuring final grades. Students are allowed two unexcused
absences. Documented emergency medical treatment qualifies as an excused absence. After the
two free absences, additional absences will lower the final grade by a minimum of 5%.

**STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY**
Any student desiring to absent himself/herself from a scheduled class in order to observe (a)
religious holy day(s) shall present 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.

**GRADING POLICY**
Students will be evaluated by performance on graded assignments as follows...
- 3 exams 15% each; 45% of final grade total
- 3 online discussions, 15% of final grade
- Research paper, 20% of final grade total
- Final group project 20% of final grade total

There are no extra credit opportunities
Criteria for Grading and Assessment: The grades used with their interpretations are:
- A = 100-90;
- B = 89-80;
- C = 79-70;
- D = 69-60 (passing, but not necessarily satisfying degree requirements);
- F = 59 and below.

**STANDARDS FOR WRITTEN WORK**
All work submitted must be typed, double spaced, in a standard 12-point (preferably Times New
Roman) font, with 1.5 inch margins, and printed legibly. Materials not meeting these standards
will not be graded. We will discuss the specifics of papers in greater depth before the due dates.
Researched material must be properly cited according to the MLA style manual.

**MAKE-UP POLICY**
With the exception of documented emergencies/events (see following listing), Emergencies not
meeting these criteria will be graded according to the following policy. Late papers or makeup
exams will receive an automatic 25 point deduction for the first late paper or makeup exam, 30
point deduction for the second in the same class. You strongly advised to turn in papers and take
tests on the scheduled date.

**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/~sio/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:

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.

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.

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
This schedule is a general outline; dates may vary slightly by announcement

| Week 1 | Class Begins: Introduction to Course  
Groups established for Final Project |
<table>
<thead>
<tr>
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Online discussion 1 |
| Week 4 | Ch. 3: Art of Ancient Egypt; Palette of Narmer, Writing, Funerary Texts, Pyramids |
| Week 5 | Ch. 4: Agean Art |
| Week 6 | Ch. 5: Art of Ancient Greece  
Online discussion 2  
**Exam One** |
|-------------------|-----------------------------|
| Week 7 | Ch. 6: Etruscan and Roman Art  
Ch. 7: Jewish, Early Christian, and Byzantine Art  
Research Paper assigned |
| Week 8 | Ch. 8: Islamic Art - Art and Architecture in the Three Empires |
| Week 9 | Ch. 9: Art of South and Southeast Asia |
| Week 10 | Ch. 10: Chinese and Korean Art  
Ch. 11 Japanese Art  
**Research Paper due** |
| Week 11 | Ch. 12 Art of the Americas before 1300  
Online discussion 3, Review of requirements of group project  
**Exam Two** |
| Week 12 | Ch. 13 Art of Ancient Africa  
Group Museum Project given |
| Week 13 | Ch. 14: Early Medieval Art of Europe  
Ch. 15 Romanesque Art |
| Week 14 | Ch. 16: Gothic Art of the Twelfth and Thirteenth Centuries |
| Week 15 | Ch. 17: Fourteenth Century Art in Europe  
**Group Museum Project due** |

**Final Exam Date/Time:** Tuesday, December 7, 2014; 8:00 -10:00 a.m.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent (10 pts.)</th>
<th>Very Good (8 pts.)</th>
<th>Average (6 pts.)</th>
<th>Poor (4 pts.)</th>
<th>200 pts. max</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary and submission 10%</td>
<td>Student demonstrates an outstanding ability to use research and course materials to gather details. Response is coherent and well supported by referenced sources. Clear and well integrated analysis. Response fulfills length requirements. Assignment submitted on time.</td>
<td>Student demonstrates an adequate ability to use research and course materials to gather details. Response is coherent and supported by referenced sources. Clear analysis. Response fulfills length requirements. Assignment submitted on time.</td>
<td>Student demonstrates a limited ability to use research and course materials to gather details. Content is inconsistent with regard to purpose and clarity of thought. Paper is under required length and doesn't adequately cover the topic. Assignment submitted on time.</td>
<td>Student demonstrates little or no ability to use research and course materials to gather details and shows little understanding of their research topic. Response is inadequate in length. Student failed to submit the assignment on time.</td>
<td>____ x 2</td>
</tr>
<tr>
<td>Research Details &amp; Development 20%</td>
<td>Found and incorporated excellent, relevant, and interesting details in researched sources. Major points are stated clearly and are well supported.</td>
<td>Found and incorporated many relevant, interesting details in researched sources. Major points are stated and supported.</td>
<td>Found and incorporated details from researched sources. Major points are addressed, but not well supported.</td>
<td>Didn't include any detailed information; relied solely on personal opinion. Major points are not clear or persuasive.</td>
<td>____ x 4</td>
</tr>
<tr>
<td>Content 40%</td>
<td>Content is comprehensive and accurate. Integrated ideas from coursework, research, and personal questions.</td>
<td>Content is accurate and adequately comprehensive. Integrated some ideas from coursework, research, and personal questions.</td>
<td>Content is not fully comprehensive or not accurate. Most of the assignment questions/comparisons/topics/ were addressed.</td>
<td>Response is incomplete and/or not accurate, and does not address assignment. Did not integrate ideas from content provided or research.</td>
<td>____ x 8</td>
</tr>
<tr>
<td>Grammar, Punctuation 15%</td>
<td>Rules of grammar, usage, and punctuation are followed; spelling is correct. Language is clear and precise; sentences display consistently strong, varied structure.</td>
<td>Rules of grammar, usage, and punctuation are followed; spelling is correct. Language is clear; sentences display consistently strong, varied structure.</td>
<td>Response contains few grammatical, punctuation and spelling errors. Language lacks clarity or includes the use of some jargon or conversational tone.</td>
<td>Response contains numerous grammatical, punctuation, and spelling errors.</td>
<td>____ x 3</td>
</tr>
<tr>
<td>Research Sources and Citations 15%</td>
<td>Included two or more scholarly sources. Consistently used MLA format correctly in Works Cited list.</td>
<td>Included two scholarly sources. Usually used MLA format correctly in Works Cited list.</td>
<td>Included one scholarly source. Incorrectly used MLA format in Works Cited list.</td>
<td>Included no scholarly sources. Didn't use MLA format in Works Cited list and plagiarized from sources.</td>
<td>____ x 3</td>
</tr>
<tr>
<td>Criteria</td>
<td>Excellent (5 pts.)</td>
<td>Good (4 pts.)</td>
<td>Poor (3 pts.)</td>
<td>50 pts. max</td>
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</tr>
<tr>
<td>Frequency (20%)</td>
<td>Student posts more than the minimum number of times per thread.</td>
<td>Posts the minimum number of times per thread as required.</td>
<td>Student either does not participate or participates sporadically in online discussions.</td>
<td>__ x 2</td>
<td></td>
</tr>
<tr>
<td>Critical Thinking (40%)</td>
<td>Student shows a good understanding of the specific topic or comment under discussion. Responses are clear and to the point.</td>
<td>Student displays some understanding of the specific topic or comment under discussion. Responses are sometimes vague.</td>
<td>The student displays little understanding of the topic or comment under discussion.</td>
<td>__ x 4</td>
<td></td>
</tr>
<tr>
<td>Quality of Writing (10%)</td>
<td>Written responses are free from grammatical, spelling, or punctuation errors. The style of writing contributes to open, honest communication.</td>
<td>Written responses are usually free from grammatical, spelling, or punctuation errors. The style of writing generally contributes to open, honest communication.</td>
<td>Written responses frequently contain obvious grammatical, spelling, or punctuation errors. The style of writing does not contribute to open, honest communication.</td>
<td>__ x 1</td>
<td></td>
</tr>
<tr>
<td>Application (30%)</td>
<td>Student exhibits evidence of strong reflective thought concerning the topic being discussed. Includes both personal perspective and personal research in discussions.</td>
<td>The student provides some personal perspective but relies mostly on other's opinions.</td>
<td>Student does not provide personal insight or perspective concerning the topic under discussion.</td>
<td>__ x 3</td>
<td></td>
</tr>
<tr>
<td>Criteria</td>
<td>Excellent (9-10 pts.)</td>
<td>Good (7-8 pts.)</td>
<td>Poor (5-6 pts.)</td>
<td>200 pts. max</td>
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<tr>
<td>Information on the collection including historical context/influences 25%</td>
<td>Gave clear and extensive info on tying the collected works to their historical context and the influences that produced them.</td>
<td>Gave acceptable info on tying the chosen works to the historical context and the influences that produced them.</td>
<td>Gave limited info on tying the chosen works to the historical context and the influences.</td>
<td>___ x 5</td>
<td></td>
</tr>
<tr>
<td>Detailed Information on individual chosen works 25%</td>
<td>Provided accurate and detailed info on each of the works in the collection.</td>
<td>Provided accurate info on each of the works in the collection.</td>
<td>Provided inaccurate info on the works in the collection.</td>
<td>___ x 5</td>
<td></td>
</tr>
<tr>
<td>Arrangement (aesthetic &amp; historical) 20%</td>
<td>Artwork look great and flow logically to convey the chosen concept.</td>
<td>Quality of artwork less than optimal and/or arrangement poor at conveying the chosen concept.</td>
<td>Quality of artwork is poor and doesn’t flow logically to convey the chosen concept.</td>
<td>___ x 4</td>
<td></td>
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<tr>
<td>Group work/cooperation 20% (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. Conflicts.</td>
<td>___ x 4</td>
<td></td>
</tr>
<tr>
<td>Bibliography 10%</td>
<td>Cited an extensive number of sources and all formatted correctly and in alphabetical order.</td>
<td>Sited the required number of sources and formatted correctly.</td>
<td>Sited less than the required number of sources, or did not use standard formatting.</td>
<td>___ x 2</td>
<td></td>
</tr>
</tbody>
</table>