Syllabus
Dual Credit Art History II - ARTS 1303 & ARTS 1304

2019FA-ARTS-1303 -41876 and 2020SP-ARTS-1304-43876

Eastfield College
Sunnyvale High School

Instructor: Melanie Phelps
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If a student needs to contact Ms. Phelps it is best done in person or through email at melanie.phelps@sunnyvaleisd.com.


ARTS 1303 ARTS 1304
3 hours DCCCD credit 3 hours DCCCD credit
Survey of art history 1 Survey of art history 2

Dual Credit Art History – Fall 2019 and Spring 2020 semesters
Sunnyvale High School

NOTE TO STUDENTS:
Staying up with the readings is necessary to succeed in these classes.

Course descriptions: Dual Credit Art History/ARTS 1303 & 1304

• Fall 2019/ARTS 1303 is a study of the history of art from the caves of the Paleolithic period through the cathedrals and illuminated manuscripts of the late Gothic period. We will study the art through formal analysis as well as through the contextual approach.

• Spring 2020/ARTS 1304 covers the history of art from the Renaissance through the present. It explores the cultural, geophysical and personal influences on art styles.
Course Overview

The objective of this course is to explore the influence of Art on the human experience. The history and culture of each period will be considered and related to the art and architecture that was created. Upon completion of these courses the student will be expected to understand the role the visual arts have served in a variety of cultures. The student will be expected to understand the methods of artistic creation as well as the cultural reasons for the creation of art. The student will be expected to recognize the characteristics of each period covered as well as be able to identify images according to period, title and artist.

Course Objectives:

1. To instruct students about the chronological history of western art emphasizing the symbols and cultures.
2. A successful student should develop an awareness of the major developmental stages of western art and architecture, including an appreciation for the cultural arts interests of the civilizations covered in this course.
3. Students practice the critical thinking method of comparison, learning to contrast and relate artworks based on styles of period, region and school. Content includes media, subject, and concept.
4. Visit the Dallas Museum of Art to provide an opportunity to see original art of some of these periods.

Intellectual Competencies

1. Students will demonstrate in written assignments, class discussions, power point presentations, and tests an understanding of the scope of artistic development from prehistory through the medieval period. This implies a writing ability that produces clear, correct, and coherent prose adapted to purpose, occasion, and audience-above 12th grade.
2. The student will develop power point presentations to teach material to their peers.
3. Students will form opinions on and make value judgments of the multifaceted ways by which art has been influenced by historical developments, philosophical and religious ideas, and technological
developments and how art itself has influenced cultural sensibilities and understanding throughout history by way of class discussions, assignments, and tests.

**Student Learning Outcomes**

Student will be able to:
1. Identify artworks from the various time periods.
2. Understand those works as expressions of individual and human values within an historical and social context.
3. Articulate an informed personal reaction to works in the arts and humanities.
4. Demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.
5. Understand our technological society to use computer-based technology in communication, research, and acquiring information.

**Tests and Assignments**

Each unit will contain the following readings, assignments, and tests:
1. Readings assigned from the textbook and, periodically, additional readings (with links and/or PDF files provided).
2. Assessments comprised of twenty-five (25) questions in short-answer, multiple-choice, and (some limited) true-false formats covering material learned in the textbook, any additional readings assigned for that unit, and the unit lesson.
3. The student will visit the Dallas Museum of Art to experience original art in a museum setting.
4. The student will complete class worksheets and study guides.

**Writing Expectations:**

Students are expected to submit their best possible writing and at standards acceptable to college-level work. Proper grammar, spelling, punctuation, sentence structure, and word usage are expected of college-level writing, and terminology from course material and discussions should be employed when appropriate. Writing should reflect critical thinking and, when acceptable, informed opinions and be written in a style that is clear and professional. Poorly edited or unclear writing will affect a
student's grade on assignments. Final papers should be turned in hard copy, printed in double spaced and in 14 font.

**Course Assessment Structure:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Tests</td>
<td>40%</td>
</tr>
<tr>
<td>Participation/Assignments</td>
<td>30%</td>
</tr>
<tr>
<td>(Discussions, Museum visit, Quizes)</td>
<td></td>
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<tr>
<td>Written Assignments/Journals</td>
<td>10%</td>
</tr>
<tr>
<td>Presentations/Discussions</td>
<td>20%</td>
</tr>
</tbody>
</table>

**Estimated Course Timeline**

1st 9wks
- Intro - week of Aug 26th
- Ch 1 - week of Sept 3rd
- Ch 2 - week of Sept 9th
- **Writing Assignment 1 - week of Sept 16th**
- Ch 3 - week of Sept 23rd
- Ch 4 - week of Sept 30th
- Ch 5 - Prepare Students Presentations - week of Oct 8th
- Present Ch. 5 - Week of Oct 14th
- **Test 1 - Oct 17th**

2nd 9wks
- Ch 6 - week of Oct 23rd and Oct 28th
- Ch 7 - week of Nov 4
- Ch 8 - Week of Nov 11th
- Ch 9 - Week of Nov 18th
- Ch 10 - Prepare Students presentations week of Dec 2nd
- Present ch. 10 - Week of Dec 9th
- **Test 2 - Week of Dec. 16th**
- **Writing Assignment 2 - week of Dec 9th**

3rd 9wks
- Ch 11 and ch. 12 - weeks of Jan 9th- 17th
- Ch 13 - week of Jan 21st
● **Test 3 - Jan 28th**
  ● Ch 14- week of Jan 30th
  ● Ch 15 - week of Feb 10th
  ● Ch 16-Prepare Students Presentations- week of Feb 18th
  ● Students Present Ch.16-Week of Feb 24th
  ● **Test 4 - March 3rd**
  ● Ch 17 and **Writing Assignment 3 - week of March 16th**

4th 9wks

● Ch18 - Week of March 23rd
● Ch 19- Week of March 30th
● **Test 5 - Week of April 6th**
  ● Ch 20 - week of April 6th and April 13th
  ● Ch 21 - week of April 20th
  ● Ch 22 - week of April 27th
  ● **Museum Visit Assignment DUE May 4th**
  ● **Writing Assignment 4- Week of May 4th**
  ● Ch 23 -Prepare Students Presentations week of May 4th- 12th
  ● Present Ch. 23 - Week of May 14-18th
  ● **Test 6 - May 21st**

**Policy on feedback time:**

The instructor of this course will make every effort to grade each test, essay and presentation as soon as possible. If more than three class days have gone by without a response from the instructor please bring it to the instructor’s attention for further clarification.

**ADA Statement:**

If you are a student with a disability and/or special needs who requires accommodations, please address this with the instructor as soon as possible.

**Academic Honesty:**

Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism and collusion. As a Dual Credit student you are considered a responsible adult. Your enrollment indicates acceptance of the Sunnyvale ISD Code of Conduct and the DCCCD Code of Student Conduct published in the DCCCD Catalogue.
EASTFIELD COLLEGE INSTITUTIONAL POLICIES

DROP / WITHDRAWAL POLICY AND SEMESTER DROP DATE
If you are unable to complete this course, it is your responsibility to withdraw. Withdrawing is a formal procedure which you must initiate; your instructor cannot do it for you. You must withdraw through the Admissions/Registrar’s Office (C119) in person or by mail by Thursday, November 17, 2011. You may also withdraw through eConnect. Failure to withdraw before the deadline will result in receiving a performance grade, usually a grade of “F.” You will receive a “W” (“Withdraw”) in each class dropped. A “W” shows up on your transcript BUT does not hurt your GPA.

***STOP BEFORE YOU DROP: THE 6 DROP RULE***
For students who enrolled in college level courses for the first time in the fall of 2007, Texas Education Code 51.907 limits the number of courses a student may drop. You may drop no more than 6 courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions. Remember that once you have accumulated 6 non-exempt drops, you cannot drop any other courses with a “W.” Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access: https://www1.dcccd.edu/coursedrops.

DISTRICT THIRD ATTEMPT POLICY/ REPEATING A COURSE
Effective for Fall Semester 2005, the Dallas County Community Colleges will charge a higher tuition rate to students registering the third or subsequent time for a course. All third and subsequent attempts of the majority of credit and Continuing Education/Workforce Training courses will result in higher tuition to be charged. Developmental Studies and some other courses will not be charged a higher tuition rate. Third attempts include courses taken at any of the Dallas County Community Colleges since the Fall 2002 semester. More information is available at: http://www.dcccd.edu/Current+Students/Paying+for+College/Third+Course+Attempt/.

FINANCIAL AID STATEMENT
If you are receiving Financial Aid grants or loans, you must begin attendance in all classes. Do not withdraw or stop attending any class without first consulting the Financial Aid Office (C237). Non-attendance or withdrawals may affect your eligibility to receive further financial aid and could cause you to be in a position of repayment for the current semester. Also, students who do not withdraw from a class but fail to attend or participate after the drop date are also subject to this policy, that is, may be in a position of repayment for the current semester.

TEXAS SUCCESS INITIATIVE (TSI)
The Texas Success Initiative (TSI) is a statewide program designed to ensure that students enrolled in Texas public colleges and universities have the basic academic skills needed to be successful in college-level course work. The TSI requires assessment, remediation (if necessary), and advising of students who attend a public college or university in the state of Texas. The program assesses a student's basic academic skills in reading, writing, and
math. Passing the assessment is a prerequisite for enrollment in many college level classes. Students who do not meet assessment standards may complete prerequisite requirements by taking developmental courses in the deficient area and passing them with a grade of C or higher. Additional information is available at https://www1.dcccd.edu/cat0506/admiss/tsi_requirements.cfm.

ADA STATEMENT—STUDENTS WITH LEARNING, MENTAL, OR PHYSICAL DISABILITIES
Students requesting accommodations due to the presence of a disability must identify themselves in a timely fashion and demonstrate/document the need for accommodation through the Disability Services Office (DSO). For information regarding the rights and responsibilities of students with disabilities, contact (DSO) at (972) 860-8348 voice/TDD.

FAMILY EDUCATIONAL RIGHTS and PRIVACY ACT of 1974 (FERPA)
In compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), the College may release information classified as “directory information” to the general public without the written consent of the student. Directory information includes: (1) student name, (2) student address, (3) telephone numbers, (4) date and place of birth, (5) weight and height of members of athletic teams, (6) participation in officially recognized activities and sports, (7) dates of attendance, (8) educational institution most recently attended, and (9) other similar information, including major field of student and degrees and awards received. Students may protect their directory information at any time during the academic year. If no request is filed, directory information is released upon written inquiry. No telephone inquiries are acknowledged. No transcript or academic record is released without written consent from the student, except as specified by law.
ACADEMIC HONESTY POLICY/CODE OF CONDUCT

Academic honesty is expected, and integrity is valued in the Dallas County Community College District. Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but it not limited to, cheating on a test, plagiarism, and collusion. As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the DCCCD Code of Student Conduct published in the DCCCD Catalog. More information is available at https://www1.dcccd.edu/catalog/ss/code.cfm. In this course, violators of the Academic Honesty Policy will receive an "F" for the work done under academic dishonesty and cannot be made up.

STUDENT E-MAIL:
Legal privacy issues prevent your instructor from discussing your work or your grades on commercial e-mail accounts. If you wish to send your papers as attachments to an e-mail (and the instructor permits it), or if you have a question about your grade, you must open a student e-mail account. The account is free. You may set it up by going to https://www1.dcccd.edu/netmail/activate.cfm. All students receiving financial aid must open a student NetMail account. You can check your NetMail by going to http://www.dcccd.edu/netmail/home.html

INCLEMENT WEATHER STATEMENT
In the event there is inclement weather that affects regular scheduled classes and events on the Eastfield College campus, the Dallas County Community College District and Eastfield College web pages will display a notification of any closings or delays. If there is no notice of changes or delays, then classes are in session as usual. You also may refer to announcements on major television and radio stations (like KEOM-FM radio 88.5) in the event that the DCCCD or Eastfield College Internet sites cannot be accessed.

OBTAINING GRADES AT THE END OF THE SEMESTER
Grade reports are no longer mailed. Convenient access is available online or by telephone. Just use your student identification number when you log in to e-Connect or call DCCCD Touch Tone Services. Web site address: http://econnect.dcccd.edu/. Telephone number: 972-613-1818.

Amendment Statement: DISCLAIMER RESERVING RIGHT TO CHANGE SYLLABUS/COURSE SCHEDULE
The instructor reserves the right to amend this syllabus as necessary.

Presentations Rubric

<table>
<thead>
<tr>
<th></th>
<th>Below Standard</th>
<th>Approaching Standard</th>
<th>Meeting Standard</th>
<th>Above Standard</th>
<th>POINTS EARNED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization and Focus</td>
<td>-does not include important parts</td>
<td>-Includes almost everything required for the presentation</td>
<td>-Includes everything required in the presentation</td>
<td>-Students exceeds standard by going above and beyond</td>
<td></td>
</tr>
<tr>
<td>Summary of Topic</td>
<td>Explanation of Ideas and Information</td>
<td>Eye Contact &amp; Appearance</td>
<td>Voice /Elocution</td>
<td>Use of Visual Aids</td>
<td></td>
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<tr>
<td>Use own wording, rephrase, correct spelling on slides</td>
<td>-Uses too few, inappropriate or irrelevant descriptions, facts, details, or examples to support ideas</td>
<td>-Does not look at audience; reads directly from notes/slides</td>
<td>-Unclear speech, mumbles</td>
<td>-Visual aids are sloppily executed and/or contain information not relevant or meaningful to the topic</td>
<td></td>
</tr>
<tr>
<td>-Does not have a clear introduction and conclusion uses time poorly</td>
<td>-Uses some descriptions, facts, details, and examples that support ideas but not enough to make point, some are irrelevant</td>
<td>-Gestures distract lacks poise and confidence</td>
<td>-Speaks too softly for audience</td>
<td>-Visual aids are poor quality and do not meet requirements</td>
<td></td>
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<tr>
<td>0-9 points</td>
<td>10 points</td>
<td>10 points</td>
<td>0-9 points</td>
<td>10 points</td>
<td></td>
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<tr>
<td>-States main idea and moves from one idea to the next in logical order, emphasizing the main points in a focused, coherent manner</td>
<td>-Uses relevant, well-chosen descriptions, facts, details, and examples to support topic</td>
<td>-Keeps eye contact with audience most of the time; only glances at slides uses natural gestures and movements</td>
<td>-Speaks clearly most of the time</td>
<td>-Visuals can be seen clearly and convey relevant and accurate information on the topic</td>
<td></td>
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<tr>
<td>10 points</td>
<td>15 points</td>
<td>15 points</td>
<td>10 points</td>
<td>15 points</td>
<td></td>
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<tr>
<td>-Has an effective introduction and conclusion</td>
<td>-Organizes time well; no part is rushed or too short</td>
<td>-Looks poised and confident wears clothing appropriate for the occasion</td>
<td>-Speaks clearly</td>
<td>-Visual aids do not meet all requirements</td>
<td></td>
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<tr>
<td>15 points</td>
<td>20 points</td>
<td>20 points</td>
<td>15 points</td>
<td>10 points</td>
<td></td>
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<tr>
<td>-Student exceeds standard with exceptional details to support topic.</td>
<td>-Keeps continual eye contact with the audience natural movements and confident</td>
<td>-Wears professional attire</td>
<td>-Speaks very clearly</td>
<td>-Visual aids exceed requirements</td>
<td></td>
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<tr>
<td>20 points</td>
<td>20 points</td>
<td>20 points</td>
<td>20 points</td>
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