

## Course Outcomes Guide

**Course/Program Title:** *ART – 231 – The History of Western Art I*      **Date:** 1/12/15  
**Course/Program Team:** Joan Bontempo,

### Expected Learning Outcomes:

1. Recognize and differentiate the fundamental elements and principles of art
2. Recognize and differentiate the styles and mediums of important historical artists, their major works and art movements
3. Place notable artists, cultural styles and works in a specific historical era
4. Understand and correctly use terms that reference styles, materials and processes of making art
5. Correlate visual and implied artistic content with **historical context** of works of art

### Arts/Humanities General Education Outcomes:

1. Evaluate important artistic, cultural, and philosophical mechanism of cultural transmission.
2. Understand the impact of historical movements in and on the arts and humanities.

### Assessment:

- Weekly **Short Essay Assignments** encourages exploration of a work of art, artist or artistic movement covered in this course. **Paper standards attached**
- **Three Scheduled exams** will test your knowledge of material covered during class as well as from the required readings in T/F and Multiple Choice questions, **plus visual identification of important artists and works.**
- Students final term paper on St. John the Divine and compare/contrast to Gothic imagery as seen in Autun Cathedral brings together SLO1,2,3,4,&5 **Assignment attached**
  - This assignment requires understanding of historical/social changes from the era of Late Medieval/Early Gothic and comparing it to contemporary historical. Social expression in religious art. **Global perspective and Gen. Ed Outcomes**
  - Demonstrates students observational and analytical abilities as targeted in SLOA
  - **Assignment attached**

### Validation

- Instructors evaluate weekly writings according to assignment objective and use new rubric and written paper standards for Art 231 and Art 232. **Attached**
- Instructors evaluate depth of understanding of the course assessment (term paper), factual references and ability to understand cultural and historical context of visual presentation.

### Results Fall Semesters Only

#### FA13

- This course is a required course for our Degree, and is instrumental in Portfolio Review that will be required for the program. Students ability to analyze, critique, discuss and develop their own theories and conclusions are assessed in each term.
- Students writings skills and critical analysis increase to see the difference in the artists' intentions through the ages by considering not only the art of each period, but discussion social developments, historical achievements and the philosophies of each time period.

#### FA14

- Articulation agreement is being hammered out with Hood college, Shippensburg, Shepherd University and MICA (Maryland Institute College of Art) to facilitate student transfer to these programs.

- This is helped by mirroring paper standards to our transfer schools. This is based on the standards expected by the transfer schools.
- Heavy recruitment to the high schools is underway with a focus on the above articulation

**Budget Justification**

- To increase attractiveness of the course to the students that are coming out of the Barbara Ingram School of the Fine Arts and area professionals
- To increase the numbers of graduates by attracting them to HCC to get an AA degree and more importantly transfer to one of our quality 4 year transfer schools

TERM PAPER FALL SEMESTER:  
DUE – FINAL EXAM DATE

**The Apocalypse – The Book of Revelation, St John. A contemporary Cathedral created in  
Medieval tradition**

We have seen at Autun Cathedral's carvings of illustration/explanatory nature – salvation and religious events. We have seen at Chartres Cathedral references to the Liberal Arts, the zodiac signs, monthly calendar.....as well as demons and saints, salvation and the damned.

Refer to the handout on St. John the Divine, the handout on the National Cathedral, your studies of Romanesque and Gothic style cathedral architecture, and knowledge of the symbolism applied to the exterior of the churches.

Do some online research to the **St. John the Divine Cathedral in NYC**, and write a comparison and contrast paper that points out similarities in structure and sculpture, and more importantly, observing and explaining the development of more contemporary symbolism, and the motivation, for St. John's exterior carvings, sculptures and/or windows.

Be as specific as you can as far as symbolism – what is the contemporary outlook regarding, faith, society, science ...knowledge?

LENGTH \_ at least two pages to be thorough (1000 words?) Include at least three photos as examples

## Paper Standards – Visual Arts/Art History

- A** Papers demonstrate an excellent understanding of the theme and critical issues in the assignment or readings. The paper also provides strong evidence of critical thinking and original, creative insights. “A” papers also indicate familiarity and understanding of art terms in an analysis of the topic. The paper has a well developed introduction and organized ending with an appropriate conclusion. The paper presents evidence to support pertinent points with material quoted from research sources in a correctly attributed and punctuated method. The paper has few if any grammatical, punctuation or mechanical errors and appropriately addresses the assignment.
- B** Papers demonstrate good understanding of the subject and critical issues in the assignment of readings. There is some critical art analysis expressed in the paper, and it shows a good familiarity and understanding of art terms in an analysis of the topic. The paper is well organized and uses support from research sources in a correctly attributed and punctuated method. There are few errors in grammar, punctuation and mechanics, but they do not impede the meaning or understanding of the written project.
- C** Papers show a competent understanding of the assignment and critical issues in the assignment or readings. There is little critical thinking or originality, and the insights are standard. The paper shows some understanding and proper use of artistic terms. The organization is acceptable, but there may be lapses in content development. Artistic analysis is present, but may be lacking in appropriate attribution of supporting research sources (if applicable). There may be problems with grammar, punctuation, and mechanics, but overall the paper is readable.
- D** Papers demonstrate a below average understanding of the assignment or readings. There is no critical thinking or originality, and few if any insights into the artistic issue or theme assigned. The paper is disorganized and shows poor paragraph development, introduction, transitions and conclusion. There is little or no supporting research evidence (if applicable), but it is poorly presented. Grammatical, punctuation and mechanical errors seriously impede understanding and meaning.
- F** Papers show no understanding of the assignment. There is little or no discernable organization. The paper provides no critical thinking and may be simply a summary of the assignment. Errors are pervasive and intrusive. Outside sources for opinion or facts are not properly credited or punctuated. Any plagiarized papers or portions of the papers are automatically Fs or Os according to the instructor’s prerogative.