

## Course Outcomes Guide

Course/Program Title: *ART – 232 – The History of Western Art II* Date: 5/6/16

Course/Program Team: Joan Bontempo,

### STUDENT LEARNING OUTCOMES:

1. Students study vocabulary and terms unique to 2- and 3-dimensional artforms
2. Students will study the works of notable artists, and cultural styles in specific historical eras
3. Students analyze, discuss and develop writing skills that present universal human traits independent of advances in technical and scientific knowledge as expressed in works of art.
4. Students will define and correctly use terms that reference styles, materials and processes of making 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 Postmodernism and Appropriation as it pertains to contemporary social standards, which brings together SLO1,2,3,4,&5 **Assignment attached**
  - This assignment requires understanding of historical/social changes from the Modern era and comparing it to contemporary historical.Social in our Post Modern times.
  - **Re: Global perspective and Gen. Ed Outcomes**
  - Demonstrates students observational and analytical abilities as targeted inSLOA
  - **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: Spring term only

#### SP13 –

- 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.

#### SP14 -

- SO FAR the results have been positive in the graduation students Portfolio review, as they critique their work in reference to historical styles and movements.

## Follow-up

SP 13 –

1. Heavy recruitment to the highschools is underway with a focus on the above articulation
2. The target is increased numbers of students electing to transfer.

SP14

- 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

SP 15

- Changes were made to adapt the term paper to a more current topic of Post Modernism and issues of appropriation, permanency and ownership in the age of social media and unorthodox mAssessment tool: aterials.

SP16

- Had the offer by Pearson Publishing to adopt a two week sampling of their new program Revel. Students voiced disinterest to incorporate more online study support, saying if they wanted an online course they would have taken one. They agreed to try, as it was only 2 weeks.
- Publisher backed out because of glitches in the Revel trial. They may try again, and I am open to interactive assignments, but I agree with the students – I would rather have a spirited conversation about a contemporary artist or movement than digital age busy work prepared by the publisher.
- The projector in room KEP 209 is inadequate for proper review of historical artworks. The projection is weak, the artworks are faint and lack detail, and instructional videos from Films on Demand or the internet stream poorly. Use of Firefox rather than IE helps but that only addresses streaming.

Assessment tool SP16:

Term paper on The power of postmodernism as seen in Vik Muniz and Banksy. As assigned.

EITHER: watch the Vik Muniz TED Talk, and watch the Movie Waste LAnd.

OR See the ART Newspaper links on the artist Banksy. in Gaza and do a search on Banksy (You might want to reference other artists like him i.e. SWOON)

TOPIC FOR EITHER - give me a brief history (one page max) on one of these artists regarding their early training and style. Then address the present intentions of their art, the issue of the artist's compensation and your opinion on the effect of their work on viewers - What is the ROLE of post modern artist like Muniz or Banksy ? And is there a difference in the effect if the viewer is local or....someone like us?

<http://edition.cnn.com/2015/04/09/middleeast/gaza-banksy-door-artist/index.html>

## 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 0s according to the instructor's prerogative.