

# ARHI 205 Ancient to Medieval Art-DEAdd-2019-02-12

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. \*

Form Information

 The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

**First Step:** ONLY change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

- ***If DUAL LISTED list BOTH courses in the page title***

**Second Step:** Click “SAVE” on bottom right

- ***DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS***
- ***Please be sure to remove the Brackets while renaming the page***

**Third Step:** Make sure the word DRAFT is in yellow at the top of the proposal

**Fourth Step:** Click on “**EDIT CONTENTS**” (*not EDIT*) and start completing the template. When exiting or when done, click “**SAVE**” (*not Save Draft*) on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

*\*Indicates a required field*

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<b>Course Level*</b>	undergraduate-level
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## Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course - If adding to an Existing Course - please check to see if it has already been approved [HERE](#) (On Documents Page) - before completing the form

*NOTE - if already approved - a new proposal DOES NOT NEED TO BE COMPLETED*

<b>Course Prefix /Number*</b>	ARHI 205
<b>Course Title*</b>	Ancient to Medieval Art
<b>Type of Proposal*</b>	<i>See CBA, Art. 42.D.1 for Definition</i> online

<p><b>Brief Course Outline*</b></p>	<p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments</i></p> <p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or</i></p> <p><i>direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> <p>This course will introduce students to the major monuments of art and architecture spanning the period from prehistory to the Gothic (ca. 40,000 BCE to 1,400 CE). Illustrated lectures will chart the various forms and changing functions of visual and architectural expression over the centuries, introducing students to the basic chronology, concepts, and vocabulary of art history. By examining works in their historical context, the course will analyze the impact of political, social, and cultural changes on the creation of art and architecture. Students will learn how artists and architects of each period created meaning and expression, and why the work they produced continues to engage, intrigue, and inspire viewers to this day.</p>
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**Rationale for Proposal (Required Questions from CBA)**

<p><b>How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?*</b></p>	<p>I am qualified to teach the course because my area of expertise is in Medieval Art History and I have taught the Ancient to Medieval Course for approximately 17 years. I make extensive use of D2L to supplement the course.</p>
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<p><b>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.*</b></p>	<p><b>Objectives</b></p> <p>Students who successfully complete the course will</p> <ol style="list-style-type: none"> <li>1. acquire the necessary vocabulary to discuss and analyze the visual arts</li> <li>2. be familiar with major monuments of art from prehistory to the Gothic</li> <li>3. understand how cultural context affects art production</li> <li>4. learn about the underlying meaning and function of art</li> <li>5. apply their knowledge by understanding historical patterns</li> </ol> <p>Objective 1 will be achieved through the written analyses, in which specialized vocabulary will be used to analyze a pair of images.</p> <p>Objectives 2, 3 and 4 will be achieved through exams, which will consist of slide identifications, and questions about context and function. The required readings will also ensure that students achieve objectives 2, 3, and 4.</p> <p>Objective 5 will be achieved through "unknowns" scattered through the exams. Students will be given a slide not seen in class and will be required to either identify the culture that produced it or the object's function. Practice "unknown" exams will teach students how to recognize historical patterns.</p> <p>Tests, Practice exams and written assignments will be delivered through D2L.</p>
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<p><b>How will the instructor-student and student-student interaction take place?*</b> (if applicable)</p>	<p>I will be available for on-line chats with the students for a minimum of 2 hours per day so that students can ask questions, work through problems etc. For more private chats, students will be able to e-mail me.</p> <p>I will ask the students to download groupme on their phones in order to create an informal study group. Students will also be required to communicate with each other through D2L.</p>										
<p><b>How will student achievement be evaluated?</b></p>	<p>Evaluation:</p> <table data-bbox="438 420 803 640"> <tr> <td>3% each chapter summaries (10)</td> <td>= 30%</td> </tr> <tr> <td>5% written analysis (3)</td> <td>= 15%</td> </tr> <tr> <td>15% exams (3)</td> <td>= 45%</td> </tr> <tr> <td>10% involvement in discussion groups</td> <td>=10%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </table>	3% each chapter summaries (10)	= 30%	5% written analysis (3)	= 15%	15% exams (3)	= 45%	10% involvement in discussion groups	=10%		100%
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5% written analysis (3)	= 15%										
15% exams (3)	= 45%										
10% involvement in discussion groups	=10%										
	100%										
<p><b>How will academic honesty for tests and assignments be addressed?*</b></p>	<p>All exams and writing assignments will be timed, quickly enough that there is no time to look up answers. Also, unknowns will preclude looking up images.</p>										

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.  
Please submit an ihelp if you have any questions <http://ihelp.iup.edu>