

Art History: General Survey II, Art 222

On line syllabus hardcopy version

General Information, syllabus material and links - this will be updated frequently throughout the semester
IMPORTANT LINKS

- [CLASS CALENDAR link](#): Important dates for readings, class prep, tests, etc.- also has links to help focus your reading for the quizzes, preparation for classwork, and other important deadlines and dates.
- [Attendance Policy link](#) – IMPORTANT INFORMATION THAT CAN EFFECT YOUR GRADE.
- [Academic Integrity Policy link](#) - test etiquette, plagiarism, and cheating. Info that can effect your grade.
- [Prayer request form link](#) - these will be shown to the class and we will have a brief prayer sometime during the class.
- [Paradigm characteristics link](#) – definitions of Apollonian & Dionysian as well other resources to help you discern paradigms
- [Form Decoder pdf download link](#) – useful for analysis of an artwork's formal properties

Art History: General Survey II, Art 222

Class meeting times: Tuesday & Thursday, 3:00pm – 4:20pm.

Instructor: Kenny Jones, Professor of Art, **Office:** Don Morris 316, Phone: 674-6871, email: kenny.jones@acu.edu

Office hours*: For any meeting it is best to get an appointment confirmation by email: kenny.jones@acu.edu

MWF 11am – Noon, 1:30 – 3pm

TTR: 4:30pm – 5:30pm

*I am available online for email (kenny.jones@acu.edu) correspondence on MWF: 11am – Noon, 1:30 – 3pm, TR: 11am – 6pm. I also regularly check my email once in the evenings, around 8:00pm and twice during the weekends, usually mid-morning and late afternoons.

Be aware that my duties may take me to other parts of the Don Morris building. If I am not in my office you can often find me in or near the Art Office, Ceramics studio or woodshop, first floor, north side of the Don Morris building.

Required Text: *Gardner's Art Through The Ages, Volume II, The Western Perspective, Thirteenth Edition*, Edited by Fred S. Kleiner, Christin J. Mamiya and Richard G. Tansey

Course Description: An overview of the history of art of the Western World from Renaissance through Modern.

Core Goals:

These are the things that are core to the course, and central to determining your grade.

- To understand and have a working knowledge of the major terms and vocabulary used within the discipline of Art History and related disciplines (i.e., architecture, painting, sculpture, etc.)
- The ability to visually identify major works of art and art movements of the Western World from Renaissance through Modern using the following characteristics: time period, artist, title, visual properties, geography.
- To understand and analyze the major characteristics of a piece of work, artist, period, etc.
- To understand the structure of art history, and the relationship of one movement to another in order that we might perceive cultural paradigms of the past and present.
- To explore how meaning and significance is made by artists and to apply this by attempting to interpret significant artifacts relevant to the paradigm of the artist.

Secondary Goals:

These secondary goals will also be explored throughout the semester. The answers to these questions, like many important questions in life, are rarely clear and concise. However, we will attempt to critically think about the following:

- How has art changed over time, and how has it remained the same? What drives this change?
- In what ways has the role of the artist changed over time? In what ways has it stayed the same?
- How do works of art connect with their own culture and how do they connect with contemporary culture (form, concept and paradigm)?
- How are the formal characteristics of a particular style connected with cultural traits (mindset & paradigm)?

- What is the role of context? The context of the artist, the artwork itself (where it is now and where it was originally), those who evaluate art (e.g. art historians), and finally our own context here at ACU.
- How has the function of art changed over time? What does it mean when we say “realistic” and how has that changed from the past?
- What does it mean to REPRESENT something? What is the best way to interpret an artwork?
- What are visual and artistic conventions and how do they work?
- What is the role of human nature within art history? What characteristics of human nature drive a particular art movement, piece of work, artist, etc.?
- Most importantly (but most difficult to evaluate) I would like you to find your personal connection with this discipline. What are you passionate about and how does that passion relate to this discipline?

Course Objectives: In general the course is intended to teach the student to be more perceptive and critically aware of art history and sensitive to the implications it may hold for his or her own work, life, and faith.

Long term Aims: Our intention is to develop the gifts of perception, insight, knowledge, and communication God has given us so that we may use them more fully to serve and glorify Him. I should also note that the subject of this course could be extremely useful for the aspiring artist and designer as well as anyone wishing to engage the culture of our times – to respond thoughtfully to this world. The content is inspiring, challenging, varied, and provocative—and sometimes vulgar and distasteful. We will deal with all of this in a straightforward manner. As an ambassador for Christ it makes sense to engage culture and attempt to speak the language of this world, even if we are only sojourners. The effective diplomat always begins from things held in common.

Important information that will affect your grade

Activities:

Weekly Reading – read for understanding using the test aid and prompts to focus your thinking

Weekly reading assignments will be given (please refer to the CLASS CALENDAR page). A portion of each quiz will be based on your reading. You are expected to have weekly readings completed before class on Monday of each week. This will prepare us for class discussions, in-class assignments and activities. If students show up unprepared our learning together will suffer – we will be unable to move to higher level thinking on the content.

In-class writing assignments

Throughout this course we will have short writing assignments and visually based activities. Bring your text book, test aid notes, mobile device (iPhone) and writing material with you to each class period. Not bringing these can impact your participation grade. These will be related to other aspects of the grade, i.e. tests, quizzes, **in-class assignments**, etc.

Discussion and participation

It is expected that all contributions to discussion and group work will be of a constructive and useful nature. This means that critique and disagreement can be conducted in a civil and respectful manner. Tolerance of others’ ideas is important. However, the instructor has a unique role in attempting to challenge previously held ideas and beliefs – some may find this uncomfortable at first. Please be aware that constructive critique of ideas and beliefs is crucial for any thoughtful discussion of a complex topic. Of course, argument for argument sake is rarely helpful in these situations.

Exam information:

Exam info – Quizzes are given for several reasons: motivation to come on time, to read the material and to prepare for class discussion as well as memorize content for upcoming major tests (questions for our major tests are based the quiz material). Given these goals, no regular make-up is offered for missed quizzes and if a student leaves class after a quiz the quiz grade will be dropped. Instead of a traditional make-up for excused absences, I offer a grade enhancement make-up (see grade enhancement opportunities on the home page/syllabus, also see additional information on quizzes and test in the complete syllabus, specially not the sections entitled: test etiquette, attendance policy, exams).

Quizzes are given each week (normally on Tuesdays), and start promptly at the beginning of class. Quizzes are timed, which means no additional time is given beyond quiz time period (usually about 15 minutes for 20 questions). **SCANTRON AND #2 PENCIL NEEDED** (no points for coming without supplies). Note the reading assignments, test aids and study slides pdfs to commit to memory: For each work, when provided in the text, memorize the following:

- Artist’s or Artists’ name, Title
- Date – earliest date when the work was begun, i.e. 1530, if the text says 1530 – 1550.
- Medium – oil paint on panel, marble, etc. Also include special techniques of firsts or highly significant developments, i.e. linear perspective or chiaroscuro, etc. (these often are in the reading assignments or under the caption of the slide in question).

- Stylistic Period – art historical period assigned to organize artworks, it is important to note the chapter and section headings for where the slide image is found in the text in this regards, e.g. Baroque, High Renaissance, etc.
- Location, Country/Provenance (often combined with Stylistic period) e.g. Early Northern Renaissance, etc. Where the artist was born and/or where the work is if in a fixed position, attached to, or is architecture.

Test Aid: quiz & major test questions will be taken from these reading points as well as the study slides material. Test & quizzes typically have up to 3/4 of the questions (12 – 15 quiz questions) related slide memorization and around 1/4 (5 – 8 quiz questions) over test aid reading content. Reading for understanding is essential to your academic success. I offer the test aids as a way to prepare for quizzes and class discussion. Furthermore, I allow students to use their test aid notes during the paradigm section of our major tests. No test aid notes are allowed for the slide memorization section of major tests or for any part of our quizzes.

Also note the quiz etiquette page and exam section in the syllabus, some issues can adversely effect your exam grades.

Quizzes

Quizzes will be a large part of this course. It will be the means to most of your memorization. In addition to what is found on the web post quiz review a few questions on each quiz will be taken from your weekly readings. Note that the quizzes are at the beginning of each week and are intended to motivate the student to prepare for class discussions by having entirely read the textbook selections **before** the class period. There will be at least 10 quizzes total, your 2 lowest grades will be dropped. *The quiz grade will not be counted if you leave class after the quiz or you are late* – This is to emphasize the point that the quiz is to help motivate us to prepare for class participation and be on time. Please contact me as soon as possible if you leave class after the quiz due to special considerations mentioned in the **Attendance Policy**. Also, as stated above some writing assignments will be averaged into the quiz totals.

Tests

There will be four major tests – three tests and a final. The final exam will have an optional comprehensive section, taken from the three previous tests. If you are present and attempt all 4 major tests you earn the option of enhancing your grade by taking the comprehensive test along with the last major test (Test 4). The required Test 4 final will cover the last section of our readings. If you qualify for the comprehensive and choose to take it, then both Test 4 and the Comprehensive Test will be taken at the scheduled final's time slot (see the assignments calendar). * If you have attempted all four Major Tests then you may choose to NOT take the comprehensive Test. It is therefore optional and will not actively hurt your grade.

There are no regular make-up of tests, quizzes or assignments during the regular semester*. I provide several grade enhancement opportunities through out the semester to help with the occasional attendance problem for missing a quiz or assignment. Also see below in the long form. ***There is no distinction between excused and unexcused absences/tardies in regards to this policy.*** The tests will cover previous quiz slides, readings, in-class assignments, and lectures. See the Grading section for the total weights of these grades.

Materials:

#2 pencil and Scantrons (Please use the longform type for quizzes and tests), needed by the second class period of the semester. Also bring to each class period: your textbook, note paper, iPhone/ iPod touch and/or laptop with wifi.

Grading:

Quizzes: 35%

Exams – four tests (including the final exam*): 40%

Participation: 25% (contribution to group work, blog posts, discussion, supportive work & general group participation**).

*If you have earned the right to take the comprehensive exam it will replace your lowest, *attempted* major test grade, and, as such, will not replace a test score if it would hurt your final grade, i.e. it is calculated into your grade only if it improves the lowest major test score. It is an objective, non-test aid test of 50 questions related to slide identification taken from the first three tests, a study guide will be posted. There are special situations in which the comprehensive test, given during the Test 4 final, can be taken as a make-up for an approved, excused absence (approval for make-up is to be made within one week of return to classes from the absence. See the attendance policy and syllabus for details). In this instance it would not change your previous lowest test grade.

**Be sure to see the attendance policy on participation points.

Grading Scale:

A: 90-100

B: 80-89

C: 70-79

D: 60-69

F: 0-59

This syllabus is subject to change at any time during the semester. All changes will be announced.

Misc info

Grade enhancer – I provide a few optional grade enhancement opportunities through out the semester to help with the occasional problem quiz or assignment – details on the requirements for earning the grade enhancement will be provided with the opportunity on the class blog. These optional grade enhancer opportunities tend to be offered early in the semester, so take advantage of them since they are usually only four or five such opportunities each term. Consult the assignment calendar or your ACU email for the Link to Google Form for credit to enhance your final quiz grade. It can help your grade based on whether your responses possess clarity, precision and relevance to the prompts. Not meeting minimum standards or following instructions can result in fewer points or no points added to the quiz grades – low grade enhancers will not penalize your grade.

Useful Resources:

- <http://www.forvo.com/word/duccio/#it-help-with-pronunciation>.
- <http://witcombe.sbc.edu/ARTHLinks.html> – art history resources on the web.
- <http://www.philosophypages.com/dy/zt.htm> – a Philosophy timeline with links to summary pages of the important philosophers of history. This is useful for the finding answers to the historic context questions. Begins at 600 B.C.E – 2000 C.E.
- http://www.arthistoryarchive.com/arthistory/modernart_chronology-20thcentury.html – really useful, find artists by name and see their works in a historic chronology.
- [visual timeline of art history](#) – it is fairly limited yet a good “big picture” attempt

How to prepare for class:

You are expected to have weekly readings completed before class on Monday of each week (please refer to the ASSIGNMENT CALENDAR). This will prepare us for class discussions, **in-class assignments** and activities. If students show up unprepared our learning together will suffer – we will be unable to move to higher level thinking on the content.

The ASSIGNMENT CALENDAR and its links will aid you in which artifacts and cultures you should focus on.

As you read the textbook make notes of the following, so that you may contribute to the discussions and blog posts:

A. List the relevant and significant features of the artwork – Focus on items related to the work’s F.I.T. = visual form, iconography and techniques of materials and tool use. [Form Decoder pdf download link](#) – useful for analysis of an artwork’s formal properties

B. List the relevant people and why they are noteworthy. Who else do they contrast or compare with? Which people we’ve previously discussed or read about or who have been important in current events.

C. List the relevant ideas and where they came from. Do you note any dialectics, paradoxes or contradictions, be sure to explain why it appears this way to you? How might these challenging points of view effect you or others, be sure to see the positive as well as the negative?

D. List the relevant events and their impact. Events and environmental situations that occur in specific historic periods can have a direct influence on how an artwork is presented and designed. How can military, political, religious or natural events help you see a culture’s temperament? How have these shaped a culture’s perceptions and values? Consider how you might see some aspect of your current experience as relevant e.g. choice of friends, music, major or career goal.

E. Describe what in items A – D above specifically connect to one or more of the [listed paradigm characteristics – link](#)

Paradigm Characteristics

How cultures make meaning – the dialectic of sorting.

We make meaning by sorting “this” from “that”. We call out the differences and place them into a dialectic, black/white, up/down, left/right, etc. When people group together they tend to accumulate and codify these sorting systems until a mindset

is achieve. In general you can find a dialectic of paradigms in art and history. We will attempt to find the movements of these paradigms, these will aid us in a fuller interpretation or best guess at the meaning of an artwork.

Some dialectics of paradigms:

Apollonian vs. Dionysian

Left brain vs. Right brain

Medieval vs. Modern

Conservative vs. Liberal

Paradigm Characteristics (note the similarity of ideational to Apollonian and Sensate to Dionysian):

What does an Apollonian culture prefer?

1. stringent application of formula and conventions,
2. privileges the predictable and repeating features,
3. ordered, strict hierarchy leads to stability
4. values duty, responsibility, tradition.

The Ideational worldview prefers:

- Unchanging, universal concepts – only ideas that are independent of the senses are real
- Formula, conceptually preplanned standards, traditionalist.
- Rigorous adherence to a rational system.
- Methodical, precise following of a code.
- Refining and boiling reality down to essence – rarified, otherworldly.
- Ignoring or subjecting the senses and emotions to concepts/ideas alone.

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What does a Dionysian culture prefer?

1. values first-hand experience, sensitivity and aesthetic response.
2. privileges observation & feelings of the here and now
3. suspects that unpredictable change is the true reality,
4. privileges responses of exuberant passion & intuition

The Sensate Worldview prefers:

- First-hand experience of the “here-and-now” (subjective experience trumps tradition and universal concepts).
- Natural, unaffected, greater freedom.
- casual or authentic experience/feelings – fosters sensuous responses of strong beauty or emotions.
- Non-formulaic, originality, spontaneous or playful.
- Rebels against or ignores hierarchy, tradition, and authority.

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How to interpret an artwork (things to look for as you read your text):

Problem: How can we make sense of all the created artifacts of humanity? The diversity and strangeness is overwhelming when one tries to interpret our artistic heritage.

Solution: Look for connections between an artifact’s visual characteristics and its historic context so that we can see a culture’s mindset in action – The way a culture makes meaning is called its paradigm.

Process of application:

1. Analyze the artifact based on form, iconography and techniques of fabrication.
2. Note the significant people, ideas and events/environment that occurred around the artist’s time.
3. From #1 and #2 describe the preferences, beliefs and behaviors of larger groups that could have influenced the artist; e.g. attributes of ideational/sensate, Apollonian/Dionysian or harmonized Synthesis, etc.
4. Attempt to interpret the artifacts as you line-up these three aspects of culture to find connections, cause and effects or motivations. It is helpful to compare and contrast an artifact that came before and after the primary artifact – this will emphasize useful attributes for analysis and interpretation.

Apollonian Reason, Dionysian Intuition

Apollo was the Greek god of truth, light, and order; Dionysus, the god of fertility, passion, spontaneity, and rebellion. Apollo and Dionysus represent polarities of the human personality: the logical, orderly side, and the intuitive, spontaneous side. The German philosopher Friedrich Nietzsche originally made the distinction between these two gods and their characteristics. Inside each of us, he said, Apollo and Dionysus wage a war for dominance, with the two sides vying with one another for dominance in various aspects of our personal lives, including activities as simple as walking. The obvious solution is to strive for a balance between these two mighty forces, a struggle made more difficult by the fact that these opposing elements also manifest themselves in institutions such as religion and education. The study of the humanities can help balance these oppositions because even if the content of much of it is full of Dionysian emotion, its form is Apollonian. *From “The Art of Being Human”, Richard Janaro, Thelma Altshuler, http://wps.ablongman.com/long_janaro_abh_*

“Perhaps a concrete example closer to students experience will illustrate these relative and dynamic qualities of the paradigm. An engineer sits at his or her drafting board. Certainly, the engineer mostly engages in Apollonian things, reading and drawing plans and blueprints, calculating loads and stresses, specifying materials and processes. But the best engineers probably bring a degree of Dionysian imagination to their tasks, though it might be more to the point to conceive of an Apollonian engineer in service to the more imaginative architect. In any case, the engineer who relieves tedium by writing, say, a poem has definitely moved right along the “reason–feeling” and “science–art” scales. If after work the engineer escapes the dull confines of the office for the green world of the country, he or she has left, presumably if only temporarily, Apollonian abstraction and approached Dionysian feeling. On the other hand, a poet merely communing with nature, not writing about it, begins at the place the engineer has ended up. When the poet takes quill in hand and commences composition, an ordering of impressions and sensations, he or she has moved left toward Apollonian “mind” and “system.” The poet’s writing a poem is Apollonian, while the engineer doing the same thing is decidedly Dionysian. When the poet eventually negotiates for publication of the poem, he or she has probably moved even farther into the Apollonian. No particular value attaches to any single condition, but the context and dynamics of each and all are significant in profoundly thematic ways. For one thing, one would like to think the engineer is improved both personally and professionally by trying a hand at poetry and by visiting the country, just as the poet who finally gets down to business and writes and publishes verses is better off for having done so.”

From “Apollo vs Dionysus. . .” by Michael Thro, <http://www.vccaedu.org/inquiry/vcca-journal/thro.html>

In-class Assignment prompts

Email the instructor (kenny.jones@acu.edu) the following material:

IMPORTANT: be sure to put all items in the body of the email, do not break up the material required below between different emails, send all the material in a SINGLE email.

1. Once you’ve decided as a group who the reporter will be, type all the required material in a single email for your group. Note which part of the email it should be put in, i.e. either the subject line or the email body. Not following these instruction may mean a reduced participation assignment grade.
2. **For the subject line of the email type the following:** Hugo, 2/2/12, and the Row number(s) of those present (list all rows represented, i.e. row 1 & 2).
3. **Put this in the email body** – full names of Group members attending and fully participating.
4. **Put your answer to the following questions in the email body:**

SAMPLE Read the text and look at image 15-13 Hugo Van Der Goes -

A. How does the F.I.T. display experimentation with **Sensate** realism? List specific examples of form, iconography and technique.

B. What other SENSATE* characteristics do you see in the image or the text?

C. What is going on in this time period that connects to these **sensate** characteristics, i.e. people, ideas, events/environmental historic context?

D. How does the F.I.T. display Medieval **Ideational** values of traditionalism, especially the use of a coded system or hierarchy?

E. What other IDEATIONAL* characteristics do you see in the image or the text?

F. What is going on in this time period that connects to these **ideational** characteristics, i.e. people, ideas, events/environmental historic context?

Attendance Policy

The Attendance policy is based on two concepts:

- 1) Attending to the class material is essential to everyone's success,
- 2) We are in an adult environment (much like you might experience on a job).

That being said some things should naturally be expected as a bare minimum as it relates to an attendance policy

For example, everyone is expected to:

- be present and to be on time at all class sessions,
- attend to the course material for the entire class period,
- bring all materials and be prepared.

Not following the policy may result in a reduction in grade. The policy is offered in two parts, a short form and long form. Attendance is more than being present it is also defined as attending to the class material.

Part 1 Attendance Policy Short Form – this part of the policy refers to normal absence/tardy issues.

- Four (4) points will be deducted from the final grade beginning on the 6th absence or combination of tardies/absences (3 tardies equals one absence). Additionally, four (4) points will be deducted from each absence and/or tardy combination there after.*

You have up to 5 absences or 15 tardies (3 tardies equals one absence) or comparable combination there of in your “bank account” to use as you see fit, however, be aware that missing material and participation points will negatively effect your grade. *There is no distinction between excused and unexcused absences/tardies in regards to this policy.* Therefore, as a normal course of action no paper work, emails or phone calls are necessary for an absence or tardy (see item 8 and special consideration note below*).

- If more than 9 class sessions are missed for any reason, the student will either be given a failing grade or may choose to drop the course with the appropriate WP or WF. ***There is no distinction between excused and unexcused absences/tardies in regards to this policy.***
- Leaving class will be counted as at least a tardy and may be counted as an absence depending on the circumstance. Please wait for class to be over to tend to non-class matters, i.e. bathroom break, phone calls, etc. If there is an emergency the student should be sure to communicate with me asap – emergencies, by definition, should be rare and infrequent.
- Missing a total of 1/3 (a third) or more of any single class session will be counted as an absence regardless of when or how often the student arrives or leaves (for a 50 minute class 1/3 is 16 minutes). At the least, missing any part of class will be counted as a tardy. ***There is no distinction between excused and unexcused absences/tardies in regards to this policy*.***
- No regular make-up is offered for missed points. Instead of a traditional make-up for excused absences, I offer a grade enhancement make-up. I provide a few optional grade enhancement opportunities through out the semester to help with the occasional problem attendance, quiz or assignment. Also see below in the long form – item #8 comprehensive final make-up*. ***There is no distinction between excused and unexcused absences/tardies in regards to this policy.***
- If you have fewer than three (3) absences/tardy combinations at the end of the semester you will qualify for a bonus – often takes the form of dropping an attempted, lowest grade. Example: 1 absence and 5 tardies OR 6 tardies OR 2 absences qualify for the bonus. ***There is no distinction between excused and unexcused absences/tardies.***
- The student is responsible for all assignments, materials, due dates and preparatory work assigned regardless of attendance. If you miss a class session, check the class blog, emails, class calendar, ask a friend to take notes for you, etc. If you receive an email stating that you were tardy or absent but you know with certainty it is not accurate it is your responsibility to contact me with the correction.

Part 2 Attendance policy Long form – this part of the policy deals with unusual circumstances of attendance, also includes and expands on the fine points stated in the short form.

Students are expected to be present at all class sessions, attending to the course material for the entire class period, to bring all materials and to be on time. Note that attendance and participation is monitored through out the entire class period. Attendance implies full use of the class period, with full use of one's mental attention, e.g. no napping, eating, incessant talking, illegitimate or personal use of the electronic devices (iPod, cellphone, laptop, etc.). These means that not attending to the class material as stated above may cause a student to be counted absent or at least tardy. Roll is taken visually or by student sign in or quiz.

1) Four (4) points will be deducted from the final grade beginning on the 6th absence or combination of tardies/absences (3 tardies equals one absence). Additionally, four (4) points will be deducted from each absence and/or tardy combination there after. You have up to 5 absences OR 15 tardies (3 tardies equals one absence) or comparable combination there of in your “bank account” to use as you see fit. ***There is no distinction between excused and unexcused absences/tardies in regards to***

this policy. Therefore, as a normal course of action no paper work, emails or phone calls are necessary for an absence or tardy (exception: see item 8 and special consideration note below*).

2) Three (3) instances of tardiness will be counted as one absence. ***There is no distinction between excused and unexcused tardiness in regards to this policy, please see the NOTE below.***

3) Leaving class will be counted as an absence, wait for class to be over to tend to non-class matters. If there is an emergency be sure to communicate with me when you return – this should be rare and infrequent. Missing a total of 1/3 (a third) of the class or more will be counted as an absence regardless of when the student arrives or leaves (for a 50 minute class 1/3 is 16 minutes). At the least, missing any part of class will be counted as a tardy.

4) **If you leave class after a quiz your grade will not count** – This is to emphasize the point that the quiz is to help motivate us to prepare for class participation. Please contact me as soon as possible if you leave class after the quiz due to the special considerations mentioned in the attendance policy*.

5) If more than 9 class sessions are missed for any reason, the student will either be given a failing grade or may choose to drop the course with the appropriate WP or WF. ***There is no distinction between excused and unexcused tardiness in regards to this policy, please see the NOTE below in C. 3. for absences due to school related activities.***

6) There is no make up of tests, quizzes or assignments during the regular semester. I provide a few optional grade enhancement opportunities through out the semester to help with the occasional problem quiz or assignment – details on the requirements for earning the grade enhancement will be provided with the opportunity on the class blog. Also see below – comprehensive final make-up. **No make-up work is accepted for missed quizzes*** – (this is due to the fact that quizzes are connected to class participation, and I drop the 2 lowest grades, also see the note from the main syllabus§).

IMPORTANT: no make-up is available for the reading quiz or projects that are submitted outside of the regular class period, such as online work, emailed, posted or “dropbox” type assignments. Late points will be deducted if late. There is no distinction between excused and unexcused absences in regards to the daily reading quiz and online assignments.

7) If you have fewer than three absences/tardy combinations at the end of the semester you will qualify for a bonus – often takes the form of a dropped lowest grade. It usually works out best if you only spend your 5 absences on true emergencies, i.e. getting sick, car problems, family issues, school sponsored events, etc.

8) Comprehensive final make-up, given at the same time as the final exam – only one major test make-up is available if the missed test is due to a documented absence. Documentation is in writing, signed by a doctor or ACU event sponsor and handed to the instructor within one week from returning to classes at ACU. This is the only condition in which documentation is needed. The make-up is offered as a comprehensive section on the final exam provided that prior notice has been arranged with the instructor and the documentation requirements were fulfilled. If you do not need a make-up grade you are exempt from the comprehensive section of the final – other final exam components may still be applicable. If the grade is missed due to an undocumented absence a make-up will not be offered. See item B below.

9) If you receive an email stating that you were tardy or absent but you know with certainty it is not accurate it is your responsibility to contact me with the correction.

***NOTE: Special consideration** may be given for excessive absences due to serious extended illness or tragedy in the immediate family. Other situations may qualify; the student is encouraged to discuss this with the instructor, of course the appropriate documentation is expected in these situations as well. See item B & C below.

Additional Information

A. Even though you have 5 absences/tardy combinations to spend, points lost due to late or missed work are still applicable, i.e. missed quizzes, projects and homework. Extra time will not be given if a student is late to a test, quiz or project. All deliverables for an assignment must be turned in at the specified due date and time, if it is after that time it is late. Late work is decreased by 10pts for each class period it is late, beginning with the due date. The student is responsible for all materials, due dates and preparatory work assigned regardless of attendance. Participation points cannot be made up.

B. Documentation of absence(s) related to the special consideration or comprehensive final make-up is to be provided to the instructor, on the day the student returns to class. The student is to present in writing on a full size sheet of paper an explanation for the absence – write at the top of this paper the class name and time it meets. In order for an absence due to illness to be excused, the student must present a doctor or nurse’s note. For the other related events written documentation from the sponsor, signed by the sponsor of the event is necessary. A phone call or email is NOT sufficient. The instructor believes that if a student is well enough to go to work, chapel and other classes, he or she is well enough to attend this class. Other instances in which the student feels the need to be absent (job-related absence, sickness of family member) will not be excused – use the 5 absences for these.

C. Definitions related to the Note on Special Consideration – The extended illness is the student’s. Serious means, a debilitating illness that makes it unwise to attend class, this also means that a doctor has been seen and a note obtained. The immediate family is the normal interpretation for this phrase, i.e. consists of one’s parent/guardian, sibling, spouse, and offspring. Please note that tending to roommates, friends and extended family members is not included in this phrase – use the 5 absences for these. In the case of a student who is required to be absent from a class to participate in a university activity approved by the academic administration the following procedures are to be followed:

1. The instructor must receive a copy of the Advance Approval for Absence signed by the dean and the provost (or their designee) at least 7 days before the date of the activity.

2. When the student presents to the professor a copy (with all signatures) of the Advance Approval for Absence, he or she should arrange to make up the work missed in the course and submit it at a time specified by the professor.
3. The student should not be permitted to participate if he/she has absences of more than 9 MWF meetings, or 6 TR meetings, or 3 meetings of a one-day-per-week class. These include “approved absences” under this policy as well as other absences.
4. The student should not be penalized for the absence approved under this policy if he or she has satisfactorily made up the missed work within the time limit and in the way agreed upon by the student and the professor under # 2 above.

[Link to complete form and details of Advanced Approval for Absence](#)

Academic Integrity Policy

Academic Integrity

Developing and maintaining professional standards that reflect the character of the student as well as respect for the learning environment is an important part of your academic career and may impact situations beyond your grade in this class. For example, letters of recommendation and nominations for awards, position of honor and job opportunities could be endangered by engaging in behaviors that lack integrity. As stated in the [ACU's academic integrity webpage](#), we are a “community of learners that supports the quest for knowledge and truth through intellectual and personal integrity and honesty in learning, instruction, research and service.” The instructor’s professional judgment will be the measure of the adequacy of student performance and accomplishment. Following instructions and policies is part of the grade.

Cheating

Cheating will not be tolerated. At the very least a ‘0’ will be given on the quiz, test or project. Depending on the incident, you may be dropped from the class. Please note that the appearance of cheating is significant to your grade. Following professional standards of test etiquette are an important expression of academic integrity. Beyond actual proof of cheating, not following these standards of test etiquette will affect the final grade for the class. The instructor’s professional judgment will be the measure of the adequacy of student performance and accomplishment. Following instructions and policies is part of the grade.

Test Etiquette – applies to all testing situations, quizzes, and unless stated otherwise, for individual projects and assignments conducted in class. – note that following these instructions is part of your grade.

If you leave the class for any reason, at that point the test is ended – I will collect the test for grading regardless of the amount of completion.

If a test is removed from the classroom it will be disqualified and a zero will be recorded for that test.

All unapproved textual material, images, diagrams and notes, electronic or otherwise, must be put away out of view of everyone – simply putting it on the floor is not sufficient it should be out of sight from everyone in the class room.

Cover your answers with the test questions or a blank coversheet of paper. Turn your answers face down when finished.

Do not mark or write on the question sheet or coversheet – these should be turned in with the test.

All electronic devices must be stowed away out of sight (e.g. ipods, cellphones, laptops, etc.). These should be turned off. A vibrating phone is not turned off and is disruptive – use airplane mode or turn it off.

Headphones and earbuds should be removed and put away.

Do not engage in conversations -this includes speaking, sign language, or “texting” or other use of any electronic devices, put them in airplane mode.

If you need to ask a question of the instructor please raise your hand – questions should be whispered quietly, be brief and not include any answers or clues to answers. Usually all information you need to answer the question(s) is included in the instructions given on the test or at the beginning of the test (Be on time for tests so you do not miss this information).

Important test instructions for special situations (these may change in specifics for each test, be sure to read the posted instructions for each test) – note that following these instructions is part of your grade.

The Test aid notes may NOT be used for the slide identification section.

When Test Aid notes are allowed, only the approved test aid sheets (printed, hardcopies) may be used – do not use other notes, texts, reproductions, or handouts.

The test aid notes are intended for you to organize YOUR notes from readings, lectures, and small group work. All notes used for the test are to be turned in when requested by the instructor. I give partial credit for incorrect answers based on your notes (partial credit is given solely at the instructor’s discretion and is intended to reward students who take the time to personally organize their own notes).

Recap of important instructions for which points will be deducted if not followed:

1. Do not write on any part of the scantron other than the answer bubbles and Name/Date Info lines – this includes any marks or written material, even if they have been erased.
2. Do not write on the Test Question sheet and/or blank cover-sheet.
3. Use the test aid for the approved part of the test ONLY. Do not use notes other than those written on the test aids pdfs provided on the Blog Assignments Calendar.

4. Do not look on others' test aid notes or scantron, cover your answers at all times (use the provided blank cover-sheet).
5. Of course, other implied and common sense instructions of Quiz & Test etiquette as outlined in the Academic Integrity Policy on the Blog also apply, see above.

Plagiarism

There are NO tests, assignments or activities in this class where you can use the work of others in your writing, verbal presentations or projects without clearly indicating you are doing so. You are responsible for indicating all specific instances where you use the work and/or words of others. You may ask, "Should I indicate when I use only one word?" Depending on the word it may be appropriate to do so, but as a general rule I feel that anything over two consecutive words from another source should be in quotes and the original author cited.

I wish this could go without saying . With this stated, any instance where I find you have violated this request I will assume you are attempting to pass the words of others off as your own. This is defined as plagiarism and has specific university-wide consequences stated in [ACU's academic integrity policy](#) that can be downloaded from ACU's website – [download full policy](#). Within the context of this course the penalty will at least be a 0 on the entire project associated with the writing. To be clear, that usually means a 0 for at least 8% of your final grade in the course. In order to determine if any prior violations have taken place the incident will be reported to the Department chair and any other academic officials deemed necessary. If other incidents have been recorded you will likely be dropped from the course.