

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

Course Number DSGN 221 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

(See Attached)

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		COUNCIL ³								
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A	I				I	I
2.	Description (not affecting content)	A	A	A	I				I	I
3.	Course term(s)	A	I	A	I				I	I
4.	Content (substantive change)	A	A	A	I				A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A				A	I
6.	Course number within the hundred	A	A	I	I				I	I
7.	Course number beyond the hundred	A	A	A	A				A	I
8.	Prerequisites	A	A	A	I				I	I
9.	Course fee(s)	A	--	A	--				A	I
10.	From U to G <i>or</i> G to U	A	A	A	A				A	I
11.	Cross list with another department: U or G level	A	A	A	A				A	I
12.	Department of record	A	A	A	A				A	I
13.	Open or close a course	A	A	A	A				A	I
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	I

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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COUNCIL ³												
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A				A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--
12.	Minor — Add	A	A	A	A				A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A	A				A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--

COUNCIL ³										
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	Board of Trustees
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

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COUNCIL³

	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A	A
2.	Admission requirements	--	--	--		A		A	A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A	A

¹ Councils may request additional information about “Information” items. These items are approved as “Consent Agenda.”

² The Dean and Department should respond to the Provost’s recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU’s University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and “not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession” (SACS 2.7.3). Departments may request exceptions to the first three criteria.

⁷ The UUAC approved the clarification that “general requirements for graduation” means the enumerated items in the “General Requirements for Bachelor’s Degrees” section of the catalog.

Revised 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 Signature	9-14-22 Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
_____ Signature	_____ Approval date
_____ Signature	_____ Approval date

Dean(s)	
_____ Signature	_____ Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

General Education Council	
_____ Chair's signature	_____ Approval date

Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of faculty senate	_____ Approval date

President	
_____ Signature	_____ Approval date

Application for Arts and Humanities Menu

Guidelines For All General Education Courses

1. All general education courses must be 100-level or above.
2. General education courses should present a breadth of knowledge, not focusing on skills, techniques, and procedures specific to a particular occupation or profession.
3. Individual courses will fulfill only a single general education requirement.
4. Courses free of prerequisites are preferred. Applications to add courses with prerequisites must provide additional evidence that the course contributes to a student's breadth of knowledge and is not specific to a particular occupation or profession.
5. Each course may appear on a maximum of two menus that accept applications (arts and humanities, cultural literacy, life and physical sciences, and social and behavioral sciences).

Arts and Humanities Description

Courses within this domain will expose students to other cultures, time periods, and points of view through a wide variety of media. Emphasis will be placed on understanding the human condition, relevance and aesthetics of rhetorical claims, interrogating one's own personal worldviews, and drawing conclusions from analysis of artifacts.

Instructions

Complete this form and submit it with a course syllabus and approval chart to the University General Education Council. Faculty submitting an application should be prepared to perform annual assessment for their course. The assessment will be conducted with the rubric included in this course application. See the last page of this document for explanation of disciplines that will be considered for the menu.

Subject code, course number, and title of course:	DSGN 221 History of Architecture and Design I
Terms offered:	Every fall
Catalog description:	Study of architecture, design, furniture, and environs from antiquity to the 18th century. May be used to satisfy University Requirements.
Course prerequisites:	None
Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	None
Other general education menus on which the course appears or you are applying for:	None

Description of Menu Fit

Please describe how your class fits into the Arts and Humanities Menu (200 words or less).

This survey course is designed to introduce the student to the different architecture, interiors, furniture, and decorative arts from antiquity to the 18th century. These will enable the participant to identify, understand and critically evaluate design styles, elements, and motifs and the context in which they originate. Weekly activities will include reading and viewing the podcasts for each topic which emphasize global, historical, and cultural experiences related to their specific environment and diverse ideologies. In addition, the student is expected to observe and communicate building applications and draw informed conclusions based on these observations.

Prerequisites

If the course has prerequisites, provide evidence that the study contributes to a student's breadth of knowledge. Also, provide evidence that the course content is not specific to a particular occupation or profession (200 words or less).

This course enables Interior Design, Architecture, and non-Art & Design majors to engage with the built environment. The class introduces students to the different expressions of architecture within their socio-cultural context and invites them to comprehend, evaluate and apply this knowledge to their current surroundings.

Relevant Outcomes

- A2: Listen to, understand, and critically evaluate rhetorical claims.
- B1: Demonstrate competent discourse in diverse populations' global, historical, and cultural experiences.
- C2: Analyze quantitative data, published writing, or observable phenomena to draw informed conclusions.

Describe how the course meets the A2 outcome (100 words or less).

One comparative research paper during the last part of the semester challenged students to identify and compare specific aspects of buildings from different regions and historical periods while evaluating the aspects that make them significant design contributions to their historical context.

Describe how the course meets the C2 outcome (100 words or less).

Students have required assignments to identify and record architectural elements in their immediate surroundings that represent direct influences from the historical periods studied during the semester.

Describe how the course meets at least one or more of the following outcomes: B1, B2, B3 (200 words or less).

B1: Students are tested at the end of the semester to demonstrate in the form of an essay response how global, historical, and cultural experiences shape the design decisions in the built environment.

Outcomes assessment should occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each outcome. Provide assignment prompts if available.

Area to Be Assessed	Assessment Artifact
Outcome A2	One Research documents
Outcome C2	End of the semester Abilene Motifs assignment.
Outcome B1, B2, or B3 *note which of the 3 outcomes will be assessed	B1 Final exam essay.

Please use the following rubric to perform assessment each year.

Student Learning Outcome A2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Evaluate rhetorical claims	Fails to demonstrate understanding or recognition of rhetorical claims.	Demonstrates effective understanding of and ability to critique rhetorical claims.	Demonstrates keen analytical abilities and attention to detail in understanding and evaluating rhetorical claims.

Student Learning Outcome C2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Analyze data to draw conclusions	Lacks sufficient analysis of data or published writing.	Analyzes data and/or published writing in an effective manner.	Analyzes data and/or published writing in an exemplary manner.

Student Learning Outcome B (evaluate the one or more selected above)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
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Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations (B1)	Little to no engagement in discourse in global, historical, and cultural experiences of diverse populations.	Effectively presents the capacity to engage in discourse in global, historical, and cultural experiences of diverse populations.	Excellently presents the capacity to engage in discourse in global, historical, and cultural experiences of diverse populations.
Understand the interconnectedness of the human experience with a posture of humility while celebrating difference (B2)	Little to no demonstration of understanding or humility in relation to the human experience and diversity.	Effective demonstration of understanding or humility in relation to the human experience and diversity.	Exemplary demonstration of understanding or humility in relation to the human experience and diversity.
Interrogate one's internal and external views and values for greater self-awareness (B3)	Little to no interrogation of personal views and little to no movement toward self-awareness.	Effective interrogation of personal views with some attention to self-awareness.	Exemplary interrogation of personal views with an eye toward self-awareness.

Disciplines to Consider

Proposed courses should fit commonly accepted practices across disciplines. As an external indicator of what constitutes Humanities disciplines, we have consulted the American Academy of Arts and Sciences definition, which lists the following disciplines as humanities:

- Art and music history, musicology, and the academic study of drama and cinema
- American Studies and Area Studies (e.g., Latin American Studies, Africana Studies, etc.)
- Archeology
- Communication, including media studies, but not professionalization-oriented coursework
- Cultural, Ethnic, & Gender Studies: Programs studying from an interdisciplinary perspective race, ethnic, gender, or cultural groups, such as Black studies, Hispanic studies, women's studies, gender studies.
- English Language and Literature: English, American, and Anglophone literature; general literature programs; creative writing; speech and rhetoric (does not include technical and business writing programs).
- History
- Languages & Literatures Other than English: Modern languages and literature; linguistics; classics and ancient languages; comparative literature.
- Jurisprudence: Includes philosophy of law.
- Philosophy
- Religion: Programs in the comparative, nonsectarian study of religion; studies of particular religions; history of religion; does not include programs in theology or ministry.
- Selected Interdisciplinary Studies: General humanities programs; programs in the study of a particular historical period (e.g., medieval and Renaissance studies, classical and ancient studies, holocaust studies, etc.).

The criteria team anticipates some overlap with other menus, particularly cultural literacy.

In ACU's specific institutional context, the council recognizes religion as a humanities discipline but will not consider Bible courses for the Arts and Humanities menu because of the number of hours reserved in the Bible and Theology menu for these courses in the general education requirements.

Resources:

- [American Academy of Arts & Sciences — Scope of the Humanities](#)
- [4Humanities — Five Definitions of the Humanities](#)
- [Cambridge University Press — What Are the Humanities For?](#)

The Mission of Abilene Christian University is to educate its students on Christian service and leadership worldwide.

DSGN 221-01: History of Architecture and Design I

Course Syllabus/ Fall 2022

MWF: 10:00 – 10:50 AM

Don Morris 201

Instructor: Ronnie Rama, Assistant Professor of Art and Design

ronnie.rama@acu.edu

Office: DM 327 Phone 674-2085

Office Hours: T-Th 8-11 am

DSGN 221 History of Architecture and Design I Study period design in architecture, housing, and furnishings from antiquity to the mid-nineteenth century.

REQUIRED TEXT:

Architecture and Interior Design An Integrated History to the Present, by B. Harwood, B. May, and C. Sherman, 2012

CLASS DESCRIPTION

This survey course is designed to introduce the student to the different architecture, interiors, furniture, and decorative arts from antiquity to the 18th century. These will enable the participant to identify particular design styles, elements, and motifs and the context in which they originate. Weekly activities will include reading and viewing the podcasts for each topic. In addition, the student is expected to communicate with the instructor and classmates via electronic postings. Outside assignments will be required.

Isaiah 2:2 -3

Now it will come about that

In the last days

*The mountain of the house of the LORD
Will be established as the chief of the mountains,
And will be raised above the hills;
And all the nations will stream to it.
And many peoples will come and say,
"Come, let us go up to the mountain of the LORD,
To the house of the God of Jacob;
That He may teach us concerning His ways
And that we may walk in His paths."
For the law will go forth from Zion
And the word of the LORD from Jerusalem.*

Covid19 Request

To keep all members of our community safe, you are strongly encouraged to notify the professor in case of illness, especially related to COVID-19. Special consideration will be given to students that test positive and need to keep quarantined. Videos of the lecture and other materials will be available in those exceptional cases.

CHRISTIAN PERSPECTIVE This semester, you will learn about various cultures through **studying art** and architecture. Developing a greater understanding of other cultures will help you be more fully equipped to minister to people from multiple cultures.

OBJECTIVES:

- Develop consciousness of alternate points of view and appreciation of cultural diversity.
- Recognize design elements (for example, space, line, mass, shape, texture) and principles (for example, scale, proportion, balance, rhythm, emphasis, harmony, variety) teamwork throughout historical periods.
- Appreciate the relationship between human behavior, climate, beliefs, and the built environment.
- Familiarize the student with teamwork experience.
- Identify different styles and the peoples that created them.

COURSE GOAL:

Upon completing this course, students will have the ability to discern, describe, and identify buildings, stylistic elements, and motifs of architecture, furnishings, and interior design. The student will see how stylistic trends and conditions of climate, economy, religion, sociology, and aesthetics are interrelated and somewhat cyclical. Students will learn about the key individuals who have molded and contributed to the development of style within the topic. The course will highlight the designer's ability to affect people and the environment while motivating the result of a global perspective and approach to thinking and problem-solving.

COURSE REQUIREMENTS AND POLICIES

Attendance Policy

Absences

Students are expected to attend class, be on time, and fully engage in the material during our meeting times. Class time is valuable for instruction, discussion, feedback, and dedicated time to work on projects. Arriving at class more than 10 minutes late is considered an absence. You are leaving class early without permission from the instructor is considered viewed dead as an absence. Engaging in any activity during class other than those directly related to the course constitutes an absence. You will be dropped from the class upon missing 20% of the course (9 MWF or six absences TR). For any absence, students are expected to be prepared for the next class meeting. If you miss a class, you are responsible for the material covered, and any assignments are given. The "Participation Grade" partially depends on the student's class attendance. **Three or more absences MWF, or two or more absences TR, will result in a 0 for the participation grade.**

Suppose your performance is impacted negatively by excessive absences/tardiness due to severe, extended illness, s or family tragedy. In that case, students are encouraged to discuss these circumstances immediately with the professor for any special consideration and assistance. Excused absences are those granted approval through ACU with the appropriate forms.

ACADEMIC HONESTY POLICY (Note that this policy applies to rough drafts, papers, and images)

Turning in the work or images of another as one's own on any assignment (or any other activity which might be defined as cheating or plagiarism) will result in a minimum penalty of an automatic F for all perpetrators.

A statement for further consideration:

Violations of academic integrity and other forms of cheating, as defined in ACU's Academic integrity policy, involve the intention to deceive, mislead, or misrepresent and therefore are a form of lying and represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as described in the Policy. While the university enforces the Policy, the most potent motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. All faculty, staff, and student body members are responsible for protecting the integrity of learning, scholarship, and research. The full policy is available for review at the Provost's office website(<http://www.acu.edu/campusoffices/provost>) and the following offices: provost, college deans, dean of campus life, director of student judicial affairs, director of residential life education, and academic departments.

LATE WORK POLICY

Unless otherwise stated by the instructor, the deadline for all assignments will be 11:59 pm on the assignment's date. After this deadline, the grade will be reduced by 10% a day (24 hours). Late work will not be accepted until the assignment's due date.

TESTS = 50 %

There will be five tests throughout the semester (see schedule), including previous reading assignments, podcasts, and class material covered. The format for these tests will consist of four parts:

1. Three (sometimes four) essay questions.
2. Ten words matching (brief definition of words reviewed in the material)
3. Ten slide identification (what, when, where, who, and why). These will be from slides viewed in class and included in the review package.
4. Three mystery slides (what, when, where, who, and why).

PAPERS = 20%

Each student will select two topics from the list provided to compare in the form of two different papers (5 pages of text, not including quotes, double-space each). MLA in-text citation style. Additional pages for images will be accepted and are recommended!

The papers in this class are comparative analyses. For you to be able to compare or contrast two buildings, you have to start from a selection of buildings of similar typologies (function.) For example, if you are interested in a religious structure, you will use it for another religious building. Comparing a sample of funerary architecture (tomb) funerary architecture (tomb) sample to a residence would not be accepted. As you begin your search, please identify the typology first and choose another building of similar r function. In all instances, make sure you can access adequate sources.

At least five documentary sources, in addition to the textbook, for each (include photocopies of all your research) and **no more than 1 Internet source will be accepted.**

Rough drafts should include one page of student's writing with MLA in-text citations, an outline of the paper, and five quotes from 5 different documentary sources-these must be relevant!

First Paper Rough Draft Due 9/16

First Paper Due 10/7

Second Paper Rough Draft Due 10/14

Second Paper Due 11/23

TEAM PROJECT = 10% (two members max. randomly selected by instructor)

Create a photographic (**use your images**) catalog of historical architectural features, motifs, and or furniture that appear in Abilene, TX (or its immediate surroundings within -30 mile radius). Identify the address of the selection and the historical period to which it corresponds. Include one example of at least 60 of the elements that appear on the attached list.

Be sure that the format is professional and informative.

Turn in the project in a digital format (one per group). You are expected to use Photoshop or InDesign!

The rough draft is due on 10/21. Include layout, images, and chosen fonts

Final Due on 12/2

BLOG POSTINGS = 10%

The weekly postings (that appear in the class Blog) must be each student's original work. **The Integrity Policy for this class applies to all Blog posts.** These must include a response to the posted topic, reflect an understanding of the lecture and reading, and personal research. These responses must be carefully crafted in essay form and without grammatical errors. Since the grade for postings and comments is final, no revisions or corrections will be allowed. The student is encouraged to contact the instructor with any questions they might have each Wednesday before submission.

Individuals who consistently post responses and comments after 3 pm of the assignment's due date will receive a low assessment grade on class participation. The post should include a word

count and range in length between 150 and 200 words. In addition to completing this assignment, the student has to read a classmate's post and make significant observations.

Examples of significant observations:

"The post presented by Mary brought up an interesting point about using naturalist forms in Ibero-American Baroque buildings as a clear native influence to the style. I would add that some buildings included plant and animal forms only native to the Americas to connect the architecture to the local culture further."

"Tom, your post states that 'roof styles were derived from available technologies,' yet in my research, I found that according to Robert Taylor, author of "The Roof That Never Leaks," (pg. 22), Medieval Western European roof pitch were influenced more by rainfall amounts than by available resources."

Examples of a not significant observation:

"Way to go, Mary! Very cool comment! You rock!"

"Hey Tom, you missed the point with your comment.... Your argument 'leaks.'"

MAKING THE DIFFERENCE = 10%

Participation = (10% overall grade): The student is expected to participate orally in class with comments and questions that reflect an understanding of the reading assignments.

GRADING SCALE

100 – 92 = A

91 – 83 = B

82 – 74 = C

73 – 65 = D

64 – 0 = F