

Application for a New Course v10.5

Course ID <i>Subject and Number</i>	ART 425
Date APPROVED	Spring 2014
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Nil Santana
2	Course Teacher	Nil Santana
3	Course Title	Art Theory
4	Course Abbreviation (if title is over 30 characters)	
5	College	College of Arts and Sciences
6	Department	Art and Design
7	Number of Credit Hours	3
8	Is the course Fixed Credit or Variable Credit?	Fixed
9	Is the course repeatable?	No
10	Maximum number of times course may be repeated	
11	Maximum number of hours credit	3
12	Explanation for variable credit	
13a	Course contact hours - LEC	3
13b	Course contact hours - Lab	
13c	Course contact hours - Practicum	
13d	Course contact hours - Seminar	
13e	Course contact hours - Studio	
13f	Course contact hours - Online	
13g	Course contact hours - Colloquium	
13h	Course contact hours – Field Experience	
13j	Course contact hours - Internship	
13k	Course contact hours - Research	
13m	Course contact hours - Workshop	
13n	Course contact hours – Other (specify)	
14	Instructor Workload	3 contact hours
15	Grade Mode (check all appropriate):	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	
17	Catalog Description (50 words or less)	This course will provide students with a meaningful and significant learning experience in the use of interpretive forms of inquiry to analyze,

		understand, argue, and create artistic objects, and the means of their apprehension.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	ART 423 and preferably the highest 400-level course in her or his concentration.
19	List any co-requisites	
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	
21	Does this course have any special student costs? Yes/No <i>Attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	No
22a	How often will it be offered? Fall	None
22b	How often will it be offered? Spring	Once
22c	How often will it be offered? Summer	None
23	Frequency? All, odd, or even years?	All
24	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Spring 2017
25	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	
26	Is this course required for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	Yes. The course already appears in the degree plan.
27	Should the addition of this course be retroactively applied to the degree plan it supports? Yes/no and explain	No
28	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught. (Note: New courses are NOT required to be taught as Special Topics courses prior to being approved. However, courses may be taught once as Special Topics before it is proposed. See the Course Descriptions section of the Catalog for details.)</i>	No

29	List any courses in which content overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.</i>	
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II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	BFA with a concentration in Painting, Photography, or Sculpture. This course is required for all students pursuing the BFA in one of these concentrations. ART 425 already exists in the degree plan, thus fulfills rather than affects the degree requirements. It is a new course that is key to fulfilling the more rigorous learning objectives of the degree.
2	Justification State the justification for adding this course to the current curriculum. Represent the need.	After successfully completing the highest 400-level course in their concentration (painting, photography, or sculpture), each student will present and defend, via oral and written components, an exhibition of work as part of ART 494 Senior Exhibition. ART 425 Art Theory lays the necessary intellectual, theoretical, and communication groundwork for the development of this senior project, as well as the exit portfolio and its defense in the capstone ART 495 Life and Career in Art. ART 425 will also play a key role in helping our students attain the ability to set "artistic and/or intellectual goals that are evident in their work" and "defend value judgments about art and design and to communicate art/design ideas, concepts, and requirements to professionals and laypersons related to the practice of the major field", which are learning outcomes for the degree they are pursuing.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	This course is intended for second semester juniors who have already completed ART 221, 222, 423, and preferably the highest 400-level course in their concentration. At the conclusion of this course students should enroll in ART 494 Senior Exhibition, as ART 425 aids in making students aware of complex
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		contemporary theories that will be relevant to their senior exhibitions. Students should possess knowledge of the history of art from prehistory to the present along with a fundamental understanding of how ideas contributed to the shape and character of art.
2	State the overarching course goal(s) in performance terms.	This course has two-fold learning objectives. The first is to provide a general sense of important theories and their implications in visual culture. By investigating various authors and their thinking, you will be able to identify pertinent theories and how they relate to art. The second objective is to facilitate informed, articulate, constructive critique of contemporary art and how that informs your work today.

2. Competencies and Measurements

	Competency	Measurement
3	Fundamentals of Aesthetic, Writing: • Students will develop thorough knowledge of significant movements, figures, and texts in the field of philosophy, art history, and criticism. • Develop capacity for analytical and critical thinking, including critical looking, listening, and critical attitude toward all aspects of fine art. • Ability to write in a scholarly style.	Paper
4	Analysis and Critical Thinking: • Develop capacity for critical thinking, with grounding in the philosophical and historical bases of criticism. • Ability to engage with cultural theory through close reading and discussion of key texts addressing the creation, consumption, and social effects of art.	Quizzes, class-blog comments and posts, class participation
5	Art Making: • Experience with effective methods for successful collaborative work in pursuit of assembling and producing artwork.	Create Artwork

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Dean of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the Library report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
4	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
5	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
6	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
7	Justification — Attach all documents referred to in Section II-2
8	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
9	Provide documentation for all additional attachments here

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

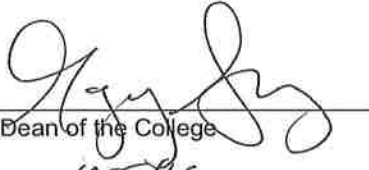
Course Number and Name _____

Primary Department



Department Chair

Date



Dean of the College
2/25/16

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

VI. Actions *Place all actions on one page.*

Course ID: ART 425

Course Title: Art Theory

1. College Academic Council: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ☒ Denied ☐ Lynette Shampayne 2-5-16
College Dean or Director Date

Approved ☐ Denied ☐ _____
College Dean or Director Date

2. Graduate Council: (for graduate level courses)

Approved ☐ Denied ☐ _____
Dean of Graduate School Date

3. Teacher Education Council: (when applicable)

Approved ☐ Denied ☐ _____
TEC Chair Date

4. University General Education Council: (when applicable)

Approved ☐ Denied ☐ _____
Provost's designee Date

5. University Undergraduate Academic Council: (*undergraduate level courses*)

Approved ☐ Denied ☐ _____
Vice Provost Date

6. Academic Provost: (for all courses)

Approved ☐ Denied ☐ _____
Provost Date

7. President of the University: (for all courses)

Approved ☐ Denied ☐ _____
President Date

Attach notes, comments, or conditions from appropriate councils:

Nil Santana

Assistant Professor of Art & Design

ART 425 Art Theory

3-credit hours

Spring 2017

Office: DM 221 - x2155

Office Hours: WF 1:00-3:00pm

Class location: DM 222

Class hours:TR 8:00-9:20am

E-mail: nil.santana@acu.edu

Phone: 674-2155

Prerequisites: ART 423

University Mission

The mission of Abilene Christian University is to educate its student for Christian service and leadership throughout the world.

College of Arts and Sciences Mission

The College of Arts and Sciences engages students with humanity's greatest ideas to create understanding, apply insights, and serve the world as Christian thinkers and problem solvers.

Department of Art and Design Mission

We believe that art has a unique power to change our world, to make it a more beautiful, generous, rich, and open place. We are convinced that the world needs not only artists, but Christian artists who in their talent and power of creative expression proclaim the glory of the Creator.

Course Description

This course will provide students with a meaningful and significant learning experience in the use of interpretive forms of inquiry to analyze, understand, argue, and create artistic objects, and the means of their apprehension.

Intended Audience

Second semester juniors pursuing the BFA with a concentration in Painting, Photography, or Sculpture. This course depends upon knowledge and analytical abilities acquired in ART 423 along with a developing mastery of media within the student's area of concentration.

Outline of Topics

- Aesthetics;
- Word & Image:
 - Mimesis and Abstraction
 - Realism, Impressionism, and Post-Impressionism (the break with mimesis)*
 - Semiotics

Magritte, Treachery or Perfidy of Images

Structuralism/Post-Structuralism

- Intermédiality
Nam June Paik, Laurie Anderson, Bill Viola, Christian Marclay
- Representation, meaning, truth
- Deconstruction
Peter Eisenman, Wexner Center for the Arts, Ohio State University

Course Objectives

This course has two-fold learning objectives. The first is to provide a general sense of important theories and their implications in visual culture. By investigating various authors and their thinking, you will be able to identify pertinent theories and how they relate to art. The second objective is to facilitate informed, articulate, constructive critique of contemporary art and how that informs your work today.

Outcomes/Competencies

COMPETENCIES	MEASURABLE INSTRUMENTS	MEASUREMENT STANDARDS
• Fundamentals of Aesthetic, Writing Students will develop thorough knowledge of significant movements, figures, and texts in the field of philosophy, art history, and criticism. Develop capacity for analytical and critical thinking, including critical looking, listening, and critical attitude toward all aspects of fine art. Ability to write in a scholarly style.	Paper (30% final grade)	<i>See table below for detailed rubric (1).</i>
• Analysis and Critical Thinking Develop capacity for critical thinking, with grounding in the philosophical and historical bases of criticism. Ability to engage with cultural theory through close reading and discussion of key texts addressing the creation, consumption, and social effects of art.	Quizzes, class-blog comments and posts, class participation (20% final grade)	<i>See table below for detailed rubric (2).</i>
• Art Making Experience with effective methods for successful collaborative work in pursuit of assembling and producing artwork.	Create Artwork (30% final grade)	<i>See table below for detailed rubric (3).</i>

Familiarity with other critical genres and the position of art criticism, with a focus on the development of modern concept of iconography.		
• Speaking, presenting Ability to present and communicate effectively, in oral and written form. Improved ability for building an intellectual base for student's thinking, and ability to find enduring sources to be drawn upon.	Verbal presentations (20% final grade)	See table below for detailed rubric (4).

Course Activities

- 1) Reading of assigned texts, handouts
- 2) Lectures, discussions, oral presentation
- 3) Assignment, critiques
- 4) Writing (paper assignment)
- 5) Blog activity*

*Online participation on class-blog discussions and comments.

Note: you are expected to write at least 1 comment AND 1 post every week.

Attention: any comments written after April 15th won't count for your blog activity.

Required Textbook

A Companion to Art Theory

Smith, Paul (editor), and Carolyn Wilde (editor)

Publisher: Wiley-Blackwell. Oxford.

ISBN-10: 0631207627

ISBN-13: 978-0631207627

Other Assigned Readings

Phenomenology of Perception

Merleau-Ponty, Maurice.

Psychology Press. 2002. Print.

ISBN-13: 0415278414, 9780415278416

Picture Theory: Essays on Verbal and Visual Representation

Mitchell, W J. T.

Chicago: University of Chicago Press, 1994. Print.

ISBN-13: 978-0226532325

Video screenings:

Banksy, , Jaimie D'Cruz, Holly Cushing, Zam Baring, James Gay-Rees, and Rhys Ifans. *Exit Through the Gift Shop*.

Harrow, England: Paranoid Pictures Film Company Limited, 2010.

Shapiro, Ben, Gregory Crewdson, Tom Patterson, Nancy C. Kennedy, and Dana Kaproff. *Gregory Crewdson: Brief*

Encounters. New York, NY: Zeitgeist Films, 2012.

Grading Factors

The final grade in this course will be composed of assignments below, and class participation. In Art Theory classes a scale will be used as follows:

- Paper: 100 points possible (30% of final grade)
- Quizzes: 3x100 = 300 points possible (20% of final grade)
- Artwork: 100 points possible (30% of final grade)
- Verbal Presentations: 100 points possible (20% of final grade)

See rubrics for each assignment.

Final Grade Scale

A+ 100 A 95 A- 90

B+ 89 B 85 B- 80

C+ 79 C 75 C- 70

D+ 69 D 65 D- 60

F 59

ATTENDANCE POLICY

Excused absences are still counted in the total number of absences. The fact that an absence is excused means only that the student has the opportunity to make up the work missed during the absence without penalty to his/her grade. It is the responsibility of the student to make arrangements

with the professor to complete the work in a time frame agreeable with the professor. *Excused absence are death in the immediate family, documented illness, official ACU-sponsored trips.*

In Spring semesters:

3 unexcused absences are allowed in this class.

After these absences have been used, grade penalties will be assigned as followed:

1. After 1 absence, students will have their course grade lowered by one letter grade, 2 absences, two letter grades.
2. Students who have more than 2 absences will be given a failing grade in the class.
3. Arriving tardy 3 times equals one absence that counts against the permitted ones.
4. Students who participate in official University activities (athletics, debate, band, etc.) must provide the required University form one week in advance.
5. Leaving class early without permission from the instructor will be counted as a class absence.

Link to complete form and details of Advanced Approval for Absence:

http://www.acu.edu/academics/provost/facultyhandbook/appendices/Appendix_H_Aug03.pdf

Dress Code

Please follow the dress code outlined in your Student Handbook. You may be asked to leave class if you are not dressed according to the guidelines. Thanks for your cooperation.

Late work policy

Late work will be accepted, however student will be penalized 15 points on assignment. Please do not wait until the end of the semester to try to work out specific problems. Come by and talk to me to make arrangements as problems arise.

Cell Phones

Students must bring their iPhones/iTouches to class every day. During class, however, all cell phones and other electronic devices must be set on silent and stowed away out of sight unless the instructor requests that you take them out for a class activity. Students who violate this policy will be counted absent for the class period during which the violation occurs. Under no circumstances may class sessions be audio or video recorded without the express written consent of the professors. A student facing the responsibility of receiving an emergency message by one of these means must notify the instructor at the beginning of class, and may leave the device on.

Faith and Learning

As Christians, artworks can be uplifting, and useful in conveying the 'reality' of our lives as living testimonies of Christ's love for humanity. Through art we can reflect on our role, practice, and we can share our faith.

ADA Compliance Statement

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667.

Title IX Policy: Please see the full policy

at: <http://www.acu.edu/campusoffices/hr/title-ix/anti-harassment-policy.html>

Academic Integrity Policy

Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failing to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submitting papers or projects obtained from another source (e.g., research service or club paper file) as one's own, 3) Falsifying information orally or in writing, and 4) Receiving, giving, or using unauthorized aid on an examination or quiz. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of the College of Arts and Sciences, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following this [link](http://www.acu.edu/academics/provost/policies/index.html):

<http://www.acu.edu/academics/provost/policies/index.html>.

Course Calendar

Please note: This schedule is subject to change.

SESSIONS	CLASS	ASSIGNMENT	NOTES
WEEK 1	Tuesday 1/17 Course Introductions and expectations Thursday 1/19 Lecture, in-class discussions	Assigned reading for next week: <i>Companion to Art Theory</i> - Read pages 1-60	
WEEK 2	Tuesday 1/24 Lecture, in-class discussions Thursday 1/26 Artist guest-speaker	Assigned reading for next week: <i>Companion to Art Theory</i> - Read pages 61-150 Grace Museum visit	
WEEK 3	Tuesday 1/31 Lecture, in-class discussions Thursday 2/02 QUIZ ONE Lecture, in-class discussions	Assigned reading for next week: <i>Companion to Art Theory</i> - Read pages 151-243	QUIZ 1
WEEK 4	Tuesday 2/07 Lecture, in-class discussions Thursday 2/09 Lecture, in-class discussions Group selection <i>Video: Exit Through the Gift Shop</i>	Assigned reading for next week: <i>Companion to Art Theory</i> - Read pages 244-286 <i>Divide class into 4 or 5 groups (with 4 participants each), assign topics for verbal presentations.</i> ART-WALK	Students will visit ART-WALK, take notes and discuss works next class
WEEK 5	Tuesday 2/14 Lecture, in-class discussions Thursday 2/16 Lecture, in-class discussions	Assigned reading for next week: <i>Companion to Art Theory</i> - Read pages 287-317 Paper Assignment Brief: Due on 3/30	
WEEK 6	Tuesday 2/21 Lecture, in-class discussions Thursday 2/23 Lecture, in-class discussions QUIZ TWO	Artwork Assignment Brief: Due on 4/18	No assigned readings. Students will read and prepare presentations QUIZ 2
WEEK 7	Tuesday 2/28	Verbal Presentations	

	GROUP PRESENTATION 1 Thursday 3/02 GROUP PRESENTATION 2		
WEEK 8	Tuesday 3/07 GROUP PRESENTATION 3 Thursday 3/09 GROUP PRESENTATION 4	Verbal Presentations Assigned reading for next week: <i>Companion to Art Theory</i> - Read pages 318-402 ART-WALK	Students will visit ART-WALK, take notes and discuss works next class
WEEK 9	Tuesday 3/11 Lecture, in-class discussions Thursday 3/13 Lecture, in-class discussions <i>Video: Brief Encounters</i>		
WEEK 10	Tuesday 3/21 Lecture, in-class discussions Thursday 3/23 Lecture, in-class discussions <i>Video: Brief Encounters</i>		Mid-term grades due
WEEK 11	Tuesday 3/28 Lecture, in-class discussions Thursday 3/30 Lecture, in-class discussions	Assigned reading for next week: <i>Companion to Art Theory</i> - Read pages 403-458 Paper Assignment Due	
WEEK 12	Tuesday 4/04 Lecture, in-class discussions Thursday 4/06 Artist guest-speaker	Assigned reading for next week: <i>Phenomenology of Perception</i> (chapters 1 & 2)	
WEEK 13	Tuesday 4/11 Lecture, in-class discussions QUIZ THREE Thursday 4/13 Lecture, in-class discussions	Assigned reading for next week: <i>Picture Theory</i> (chapters 1, 2 & 3) ART-WALK	QUIZ 3 Visit ART-WALK, take notes and discuss works.
WEEK 14	Tuesday 4/18 Artwork presentation and critique Thursday 4/20 Artwork presentation and critique	Artwork assignment due	Location TBD
WEEK 15	Tuesday 4/25 Artist guest-speaker Thursday 4/27 Lecture, in-class discussions	Assigned reading for next week: <i>Companion to Art Theory</i> - Read pages 459-505	

WEEK 16	Tuesday 5/02 Artist guest-speaker Thursday 5/07 Final remarks		
FINALS WEEK	Take artwork down.		

Rubrics

1 Paper

	A SCALE 100-90	B SCALE 89-80	C-D SCALE 79-60	F SCALE 59-0
DEPTH OF REFLECTION	Demonstrate a conscious and thorough understanding of the writing prompt and the subject matter. This reflection can be used as an example for other students.	Demonstrate a thoughtful understanding of the writing prompt and the subject matter.	Demonstrate a basic understanding of the writing prompt and the subject matter.	Demonstrate a limited understanding of the writing prompt and subject matter. This reflection needs revision.
USE OF TEXTUAL EVIDENCE AND HISTORICAL CONTEXT	Use specific and convincing examples from the texts studied to support claims in your own writing, making insightful and applicable connections between texts.	Use relevant examples from the texts studied to support claims in your own writing, making applicable connections between texts.	Use examples from the text to support most claims in your writing with some connections made between texts.	Use incomplete or vaguely developed examples to only partially support claims with no connections made between texts.
LANGUAGE USE	Use scientific sophisticated language that is precise and engaging, with notable sense of voice, awareness of audience and purpose, and varied sentence structure.	Use language that is fluent and original, with evident a sense of voice, awareness of audience and purpose, and the ability to vary sentence structure.	Use basic but appropriate language, with a basic sense of voice, some awareness of audience and purpose and some attempt to vary sentence structure.	Use language that is vague or imprecise for the audience or purpose, with little sense of voice, and a limited awareness of how to vary sentence structure.

2 Quiz

100-90

A: 90% (or above) answers are correct. Excellent use of terminology. Recognition of theories and concepts, as well as historical facts.

89-80

B: 80% correct answers. Student has good comprehension of some theories, concepts and historical facts.

79-70

C: 70% correct answers. Answers are simplistic or superficial. Student has an average grasp of content.

69-60

D: 60% correct answers. Terms and ideas are not relative to content. Student does not demonstrate understanding of right concepts.

59-0

F: Below 60% answers correct, or none at all.

3 Artwork Assignment

A SCALE 100-90

B SCALE 89-80

C-D SCALE 79-60

F SCALE 59-0

RESEARCH

- Cover topic completely and in-depth.
- Includes properly cited sources and complete information.
- Encourage viewer to know more.

- Includes essential information with most sources properly cited.
- Includes enough elaboration to give viewers an understanding of the topic.

- Includes little essential information with few citations and few facts.

- Inadequate research summary.

CONCEPT

• CREATIVITY

- Shows significant evidence of creativity and artistry
- Demonstrates in-depth understanding of the content and extends beyond that to offer new insights and understanding of subject.

- The project ideas show some evidence of originality and creativity.
- The majority of the content and many of the ideas are fresh, original, and based upon logical conclusions and accurate reading comprehension.

- There is little evidence of new thought, creativity, or insight.

- The work is merely a minimal summary of the project brief and requirements.

• CONCEPTUAL THINKING

- Proposed concept(s) achieve desired outcome in a masterful way.

- The level of work may be inconsistent, but the concept is strong enough to offset its weaknesses.

- Reasonable understanding of assignment, but presents an erratic solution for the assignment.

- Proposed concept(s) is not pertinent to assignment.

- Shows sense of conceptual thinking or engagement with experimentation.

EXECUTION

CRAFTSMANSHIP AND PRESENTATION

- Artwork exhibits mastery of skills and materials without flaws.

- Artwork exhibits appropriate use of skills and techniques without significant flaws.

- Artwork exhibits a rough approximation of what is a suitable final product, including a few errors.

- Artwork exhibits critical flaws in the use of materials, technique, and overall skills.

- Exploration of various art techniques, neatness, finished quality of overall presentation.

- Inadequate handling of materials

- Poorly executed, little regard to quality in general.

VERBAL PRESENTATION

- Excellent eye contact, voice projection, pleasing tone, and engaging pertinent vocabulary.

- Adequate eye contact, voice projection, tone, and pertinent vocabulary.

- Little eye contact, poor voice projection, tone, and pertinent vocabulary.

- No eye contact, voice too low to be heard, poor tone and use of pertinent vocabulary.

A = Excellent
Achievement that is outstanding relative to course requirements.

B = Good
Achievement that fully meets course requirements.

C = Average
Achievement while adequate, only minimally meets course requirements.

D = Unsatisfactory
Achievement which fails to meet the course requirements, but still deserves credit.

F = Failure.
Represents no credit, signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit, or (2) was not completed and there was no agreement between the instructor and the student.

4 Verbal Presentations

Powerpoint slides:

1. Title
2. Team Members
3. Presentation topic
4. Your findings, observation notes, etc. (3 slides)
5. Visual Examples
6. Contrasting or complementary theories
7. Present information about how the investigated theory relates to a particular art/artist
8. Describe things you discovered along the way.

100-90	89-80	79-70	69-60	59-0
All above areas clearly addressed	6 out 8 of the above areas clearly addressed	4 out 8 of the above areas clearly addressed	2 out 8 of the above areas clearly addressed	None of the above areas were clearly addressed
On Time (13-15 min)	Over/Under time (over 15 or under 13)	Over/Under time (over 17 and under 13)	Over/Under time (over 18 or under 12)	Over/Under time (over 20 or under 10)
No spelling errors and only minor verbal errors	1-2 spelling errors in presentation and minor verbal errors	3-4 spelling errors in presentation and minor verbal errors	3-4 spelling errors in presentation and occasional verbal errors	Multiple spelling and frequent speaking errors in presentation
Professional presentation, effective visual aids, logical flow of information	Minor flaws with presentation	Occasional flaws with presentation	Frequent flaws in presentation	Major flaws in presentation and lack of professionalism, including dress, laughing, etc.
A. Excellent articulation of ideas, and feedback to other students as response to inputs and overall reaction from presentation. Student makes eye contact and is willing to engage in conversation.	B. Good use of technical vocabulary, and response to peer review.	C. Average use of concepts. Student presents shallow ideas, and misunderstanding vocabulary.	D. Poor use of vocabulary. Makes little or none eye contact.	F. Student fails to present work.

October 9, 15

Nil Santana
Office: #DM221
(325)674-2155
nil.santana@acu.edu

Re: Review of ART425: Art Theory

Dear Professor Santana,

Thank you for the submission of ART425: Art Theory. I would also like to thank you for incorporating my earlier comments.

Based on ACU new course application guidelines, I think the syllabus meets university syllabus requirements. I am attaching a checklist for your reference. I especially like how you use detailed rubrics to measure the learning outcomes.

Here are some fairly minor suggestions:

1. I do not see how you determine letter grades in the course. I can only tell that the total grade is 800 points. It is not clear how letter grades are determined.
2. The attendance policy seems rather lengthy and complex. I wonder if it is possible to represent it in some other format, for instance, a table form?
3. You might want to check the format to make sure extra paragraph breaks are removed and page breaks are inserted to allow for automatic pagination in Word. For instance, some titles of rubrics appear on previous pages, instead of the same page with the rubrics. It might also be a good idea to represent these rubrics in Canvas.

I would greatly appreciate it if you could consider these comments. There is no need to bring it back to the Adams Center for further review.

This letter is not meant to be a final approval in the course application process. It is intended as a reference for the council members, who may have questions or comments of their own. If there is anything else we can do to help you, please feel free to let me know.

Sincerely yours,

A handwritten signature in cursive script, appearing to read "Marilyn Fong".

Director of Instructional Design
Adams Center for Teaching and Learning, Abilene Christian University

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: 21:26
TO: Nil Santana
CC: Robert Green
FROM: Mark McCallon, Associate Dean for Library Services
RE: New Course Proposal – ART 425– Art Theory

After reviewing the course syllabus, the library is able to support the proposed course. Please help us monitor the research needs of students in this course and make us aware of resources that would be helpful. Thank you for letting us review the course.

ACU Syllabus Checklist

Revised on July 15, 2014 based on ACU New Course Application v10.5.

Course Title and Number

ART425: Art Theory

Reviewer

Berlin Fang

Developer

Nil Santana

About the course

- ☒ Course number and title
- ☒ Credit hours
- ☒ Semester and year
- ☒ Meeting time and place
- ☒ Prerequisites/co-requisites

About the instructor(s)

- ☒ Name and title or rank
- ☒ Office location
- ☒ Contact information
- ☒ Office hours/contact expectations

Mission statements

- ☒ ACU mission statement
- ☒ College mission statement
- ☒ Department mission statement
- ☐ Personal mission statement (optional)

Unique Christian Perspective

- ☒ Description of how learning and Christian faith are integrated in the course

Course Content

- ☒ Catalog description

- ☒ Intended audience
- ☒ Outline of topics

Teaching/Learning Methods and Format of Class Sessions

- ☒ Description of the types of activities students should expect in the course

Materials

- ☒ Required and optional materials, including textbooks, etc.

Learning Objectives/Competencies

- ☒ Specific competencies stated in measurable terms
- ☒ Assignments or instruments that will be used to assess the competencies.

Assessment/Grading Criteria

- ☒ Complete and accurate details of factors and elements that will comprise the final grade
- ☒ Weight or point value of all graded elements
- ☒ Grading scale with clear expectations for grades
- ☐ Extra credit opportunities (optional)

University Policies

- ☒ Special needs policy -ADA
- ☒ Academic integrity policy (recommended)
- ☒ Title IX policy (recommended)

Course Policies

Expectations and consequences regarding:

- ☒ Participation
- ☒ Attendance and tardiness
- ☐ Course specific academic integrity policy (optional)

Calendar

(Note: Calendar is not required for Course Application, but it must be included in all syllabi distributed to students.)

- ☒ Exam dates
- ☒ Assignments
- ☒ Due dates and other deadlines (and late assignment/exam policy)
- ☒ Schedule of readings and topics
- ☒ Statement to reserve the right to modify the calendar as necessary

Any comments?



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