

Art 204

History of Western Art

Prehistory to the Middle Ages



Fall 2019
Linn-Benton Community College
Online

CRN# 24925

Professor: Isabelle Havet

Email: haveti@linnbenton.edu

Office: SSH 116C

Office Hours: TR 9-9:50 am
& by appointment

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Purpose of the Syllabus

This syllabus contains all the vital information about this course—what you'll be learning, what will be expected of you, and what you can expect from me. Since this is a valuable document, you should read it carefully and refer to it regularly during the term. The better you know the syllabus, the better the chance that you'll do well in the course.

Course Description

This course provides an overview of the history of art from Prehistory to the Middle Ages. Significant artworks, including painting, sculpture, architecture, and the decorative arts, are examined within their historical, social, and cultural contexts. Students will develop an understanding of the major periods, styles, and artworks produced by different artists and civilizations. This class is the first part of the three-part History of Western Art sequence.

Course Learning Outcomes

- Articulate verbally and in writing an understanding of the significance of art relative to the prehistoric and ancient cultures that produced them.
- Identify and describe verbally and in writing, specific two and three-dimensional works of art from these early societies, using appropriate art vocabulary.
- Articulate verbally and in writing the form and content of specific and significant works of art from the ancient cultures that produced them.

How to Avoid Getting Dropped

Students who do not fully participate in all Week 1 activities will be institutionally withdrawn from the course. This is to ensure that the class will be a good fit for you this term. The following activities must be completed by the deadline, or you will be dropped:

- Forum Activity: Introduce Yourself to the Class
- Syllabus Quiz
- Quiz 1

Required Resources

- Fred S. Kleiner, *Gardner's Art through the Ages: A Western Perspective*, Volume I. Cengage Learning, 15th edition. ISBN 978-1-3056-3394-0.
- You will need either a phone with picture-taking capabilities or a digital camera to upload visual assignments. Cameras are available to borrow from the department upon request.

A Note on Taking Online Classes

Online classes can be terrific learning environments. They offer students unique educational opportunities coupled with additional flexibility. That being said, online classes are different from traditional classes. They can be just as much work, if not more, than traditional classes. In order to be successful in this class, students must:

- Be self-starters
- Manage their time effectively week-to-week
- Know when to ask for help

Since students are given more time to complete assignments than campus-based sections, late work is not accepted. Consider carefully whether an online course is right for you at this time, and feel free to contact me to discuss success strategies.

Using Moodle in this Course

Registered students are automatically enrolled in the Moodle course site. You will use Moodle to do all coursework during the term, including accessing the syllabus, course schedule, assignment guidelines, and gradebook. You will also take exams and submit assignments in Moodle.

It is an expectation of this course that you will use Moodle independently and seek prompt technical assistance when necessary. If you have issues with Moodle, please contact those with technical expertise (the [Student Helpdesk](#) or [eLearning](#)). Never wait until the last minute to turn in work in Moodle. Submission portals close promptly by the deadline, so give yourself time in case you need to troubleshoot. Not prepared to work independently in Moodle each week? Drop this course immediately.

All coursework is submitted/conducted online via Moodle. I do not accept coursework via email. Do not email me your assignments. I keep all student records in Moodle indefinitely. If it's not submitted in Moodle, it's not accepted. I do not accept late assignments, unless you have a verified medical/family situation and have made arrangements with me within a reasonable timeframe. Please do not create an uncomfortable situation by asking.

Instructor Responsibilities

My aim is to facilitate a classroom environment that encourages active, effective, and respectful activities, discussion, and learning. I will:

- Post the current week's content and assignments
- Facilitate classroom lectures, discussions, and activities
- Be available to support your learning when requested
- Hold you accountable

Student Responsibilities

- Check your LBCC email daily
- Use your [LBCC email account](#) to communicate with me
- Keep up with the material week-to-week
- Critically read/analyze assigned information
- Contribute to a positive learning environment. This means being open to: 1) working with others, 2) being respectful of your peers, and 3) collaborating in a timely manner

Class Policies

Communication

The best way to reach me is via email at haveti@linnbenton.edu, virtual appointment. I am available via Zoom appointment or in-person on the Albany campus

Emailing in this Course

Mastering basic email etiquette is a necessary 21st-century skill. Therefore, I emphasize this skill in my courses. There is no need to be overly formal in your emails; however, it is important to understand that emailing in a college setting is a professional interaction. You are welcome to email me anytime with questions, concerns, or anything else! When you do, follow this formula:

- **In the subject line of your email, include:**
 - **Your first and last name**
 - **Course number & Online designation** (e.g., ART204 Online) *Be sure to tell me your section is online*—I teach multiple sections of this course!
 - **Brief reason for your email** (e.g., Request for Appointment).
- **In the body of your email:**
 - Include a salutation (e.g., Hello, Hi, Dear, Greetings...)
 - Be clear and concise. What is the problem? What do I need to know?
 - Ask a direct question. Because of the high volume of emails I receive, if you do not pose a clear question or indicate needing a response, I may not respond.
 - Write in complete sentences. Do not use text message or very informal language.

Thank you for including this information—it will help me respond MUCH more quickly to your emails, as I receive emails from students across multiple sections and courses.

Before sending your email: Double-check that your email is appropriate and professional. I

love teaching, and truly enjoy interacting with students inside and outside of class. However, it can be disheartening to receive emails that are disrespectful, demanding, accusatory, overly personal, angry, or venting. This happens rarely, and is more often than not unintentional. However, please be aware that this method of communication is neither helpful to student nor professor, and runs counter to LBCC Core Values. Therefore, it is unacceptable. I may ask you to rephrase your email or speak to me in-person. In some cases, I may refer the situation to the Dean of Students and Dean of Arts, Social Science & Humanities.

Sample Email

[Subject line of email:] Jane Jameson, ART102–TR 10am: Request for Appointment

Hi Professor Havet,

Would it be possible to schedule an appointment this Wednesday at 11:00am? I have some questions about my paper draft.

Thank you,
Jane Janeson

Course Requirements

Class Participation

Your presence and participation is vital and forms an important part of your grade. Since this is an asynchronous course, participation is crucial in creating an effective learning environment for all. To receive full participation credit, you must be present and active! You will support active learning in our online community, and you will be supported in turn. You are expected to keep up with Moodle content and be prepared to engage with the material and each other week-to-week. You will interact with your peers through collaborative activities. This will make it easier to learn and apply the course material, and will also be much more engaging.

Class participation points are awarded for:

- Weekly **class activities**, in which students apply concepts from weekly lessons (e.g., creative visual projects, forum activities, peer review workshops, writing assignments)
- The timely completion of **learning modules** in Moodle, verified via Student Progress Reports

Course Assignments

Course Assignments
<p>Quizzes. Weekly Quizzes in Moodle, one for <u>each</u> week of instruction (Weeks 1-10). These are designed to help students keep pace with the material. Quizzes are due Sundays at 11:59 pm.</p>
<p>Class Activities. Receive participation points for the completion of class activities. Deliverables, including creative and written projects and discussion forums, are intended to reinforce the lessons and provide an opportunity to practice applying class concepts. Instead of receiving written feedback, deliverables will be graded on this 10-point scale: 10 = Excellent; 9 = Very Good; 8 = Good; 7 = Adequate; 6 = Inadequate; 5 and below = Fundamentally flawed.</p>
<p>Moodle Student Progress Reports. Receive participation points for the timely completion of all required content in Moodle. 2 Moodle progress reports will be generated:</p> <ul style="list-style-type: none">• Mid-Term Moodle Report covering Week 1-5 modules• End-of-Term Moodle Report covering Week 6-10 modules <p>These auto-generated reports track the student's completion of tasks in Moodle. To receive a satisfactory grade, all required activities in the modules must be checked as completed in a timely manner (this includes viewing lessons, videos, and readings; submitting assignments).</p>
<p>Comparative Analysis Paper. A 3-4 page paper comparing and contrasting two artworks selected by the professor for the assignment.</p>
<p>2 Exams to assess your understanding of course material.</p> <ul style="list-style-type: none">• Exam 1: Covers Weeks 1-5 material• Exam 2: Covers Weeks 6-10 material
<p>Important Note: I shut down Moodle and all associated activities for grading at noon on the day after Exam 2. Be sure to check your gradebook between Wednesday and Thursday of Finals</p>

Week. Final course grades are officially logged with the Registrar on that Friday. It is the student's responsibility to report any inconsistencies in the gradebook before Friday.

Grading					
Requirement	Summary	Points Per Unit	Number of Units	Total Points	% of Final Grade
Weekly Quizzes	10 quizzes covering weekly readings, videos, and lectures.	10	x10 quizzes	100	20%
Class Activities	Class Activity Points. Receive activity participation points for the submission of deliverables in Moodle.	20	x5 activities	100	20%
Moodle Participation	Moodle Progress Reports. 2 student progress reports generated in Moodle, tracking the completion of content in weekly modules: <ul style="list-style-type: none"> • Mid-Term Report • End-of-Term Report 	25	x2 reports	50	10%
Comparative Analysis Paper	Outline/Draft with thesis statement	50	x1 outline	150	30%
	Final Draft	100	x1 final		
Exams	Exam 1	50	x2 exams	100	20%
	Exam 2	50			

Grading Scale		
Grade	Total Points	Description
A	90-100%	Passing work that is excellent
B	80-89%	Passing work that is good
C	70-79%	Passing work that is average
D	60-69%	Non-Passing work that is below average
F	59% or below	Non-passing work that is fundamentally lacking

Please be aware that grades are not inflated in this course. For example, a final grade of 89.99% will result in B-grade for the course; it will not be raised to an A-grade. It is highly recommended that you keep track of your progress in the course, and take advantage of the many extra credit opportunities offered throughout the term. You can also speak to the professor at any time to discuss strategies for improving your grade.

College Policies

Academic Honesty

Academic honesty is an indispensable value as students acquire knowledge and develop college skills. Students are expected to practice academic honesty by not cheating, plagiarizing, or misrepresenting their coursework in any way. Plagiarism, collusion, and other forms of misrepresentation hurt the student and run counter to the goals of education. Students are ultimately responsible for understanding and avoiding academic dishonesty, whether such incidences are intentional or unintentional. You are held accountable to the [Student Code of Conduct](#), which outlines expectations pertaining to academic honesty (including cheating and plagiarism), classroom conduct, and general conduct. Violations will result in failure of the assignment and possibly the course. Per LBCC policy, all incidents of academic dishonesty will be reported to the Dean of Students and the Dean of Arts, Social Science & Humanities.

LBCC Email and Course Communications

You are responsible for all communications sent via Moodle and to your LBCC email account. You are required to use your LBCC provided email account for all email communications at the College. You may access your LBCC student email account through Student Email and your Moodle account through Moodle.

Accessibility Statement

LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through the Center for Accessibility Resources (CFAR) and would like to use your accommodations in the class, please talk to your instructor as soon as possible to discuss your needs. If you believe you may need accommodations but are not yet registered with CFAR, please visit the [CFAR Website](#) for steps on how to apply for services or call (541) 917-4789.

Statement of Inclusion

To promote academic excellence and learning environments that encourage multiple perspectives and the free exchange of ideas, all courses at LBCC will provide students the opportunity to interact with values, opinions, and/or beliefs different than their own in safe, positive and nurturing learning environments. LBCC is committed to producing culturally literate individuals capable of interacting, collaborating and problem-solving in an ever-changing community and diverse workforce.

Campus Resources

Moodle Support

If you have questions about Moodle or need technical support, contact the [Student Help Desk](#) (in the Library): Visit, call (541) 917-4630, or email student.helpdesk@linnbenton.edu.

Writing Center

You are highly encouraged to use the [Writing Center](#) for help in planning, drafting, and revising your paper. There are 3 ways to use the Writing Center:

- Schedule a 30-minute appointment (recommended);
- Use Drop-In Services;
- Use OWL (Online Writing Lab).

Veterans

Veterans and active duty military personnel with special circumstances are welcome and encouraged to communicate these, in advance if possible, to the professor.

Basic Needs Statement

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the [Single Stop Office](#) for support (Email: SinglestopatLBCC@linnbenton.edu, Phone: 541-917- 4877). Our office can help students get connected to resources to help. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources that they may possess.



Extra Credit Opportunities!

Option 1: Use the Writing Center for your Formal Analysis Paper

Receive up to 5 extra credit points on the Formal Analysis Paper by using the Writing Center and submitting proof. Highly recommended!

To receive credit for using the Writing Center: Attach proof of using the Writing Center at the **end** of your paper (a picture you take with your phone of the Writing Center dated stamp is fine. Make sure to ask for one at your appointment). Proof **must** be attached to receive credit.

Option 2: Attend a campus/local lecture or exhibition reception

I will periodically announce campus/local lectures and exhibitions that are of interest to the class. You can receive up to 5 extra credit points for each event you attend by turning in a **1-page reflection paper on the event**. In your reflection, you may discuss any aspect of the lecture or exhibition that struck you or that you feel ties into issues we've explored in the class, as long as you include some specific details showing you attended the event. Imagine you're a reporter or blogger writing a review of the event. Including pictures in your write-up is great! You can also request permission to attend an alternative local event/exhibition; professor approval required.

Option 3: Watch an Approved Art Film and Write a Reflection

Approved films will be announced in class. You can receive up to 5 extra credit points added to your final course grade.

Changes to the Syllabus and Schedule

I reserve the right to change the contents of this Syllabus and Course Schedule. These may need to be adjusted along the term for many good reasons. You will be given notice of relevant changes in class, through a Moodle Announcement, or through LBCC email.