

**ARTS 1303 — Art History I (Prehistoric to the 14<sup>th</sup> Century)**  
**Frank Phillips College**

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**General Course Information**

Credit Hours: 3  
General Education Core Curriculum Course

**Prerequisite**

N/A

**Course Description**

A chronological analysis of the historical and cultural contexts of the visual arts from prehistoric times to the 14<sup>th</sup> century.

THECB Approval Number .....50.0703.52.26

**Statement of Purpose**

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

**Core Objectives Required for Creative Arts Courses**

Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience.

Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about the works of art.

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Personal Responsibility** – to include the ability to connect choices, actions and consequences to ethical decision-making
- **Social Responsibility** – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

<b>Required Core Objective</b>	<b>Activity Related to Core Objective</b>
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a project in which they demonstrate effective development, interpretation, and expression of ideas through oral and visual communication.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will complete a 500 – 1000 word Analytical Essay over a genre of art, an artist, or the historical culture of the art in a period chosen by the instructor that demonstrates mastery of written communication and uses Standard English conventions.
Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Students will produce a creative project that demonstrates a mastery of oral and/or visual communication.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete an essay utilizing creative thinking, inquiry, analysis, and evaluation skills. The essay may be a formal assigned essay, an in-class writing, or an essay question on an exam.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will utilize creative thinking, innovation, inquiry, analysis, and evaluation on reading quizzes and/or journal entries over the course’s required texts.
Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Students will complete a reading analysis of the art that includes any or all of the following: finding the main ideas; analyzing the literary techniques; creating a timeline; finding similar themes; annotated portfolios of their own creative work; journal entries, and other assignments deemed appropriate by the faculty member.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.	Students will participate in an exercise or creation of an artifact that demonstrates their awareness of different ethics and/or values of societies, either differing in historical setting, geographical location, or cultural backgrounds paying particular attention to the influence of art on the culture.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.	Students will complete a written assignment in which they demonstrate an awareness of civic responsibility and/or intercultural competence.
Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.	Students will identify an ethical dilemma in the art/art period and complete a written assignment in which they explore the dilemmas they identified. The artifacts may include journal entries, formal papers, ethical dilemma worksheets, or other materials deemed appropriate by the instructor.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will complete a group paper or project utilizing the ability to connect choices, actions, and ethical decision making to their role within the group.
Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making	Students will complete a reading quiz or journal entry that demonstrates their preparedness for participation in the class and their responsibility in making choices. Faculty may use a quiz or journal average for this assessment. No minimums are required.
Personal Responsibility – to include the ability to connect choices,	Students will be evaluated using various data on attendance, tardiness, and or completed assignments to evaluate choices,

actions, and consequences to ethical decision-making	actions, and consequences to the decisions made in the classroom
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### **Learning Outcomes**

Upon successful completion of this course, students will:

1. Identify and describe works of art based on their chronology and style using standard categories and terminology.
2. Investigate major artistic developments and significant works of art from prehistoric times to the 14<sup>th</sup> century.
3. Analyze the relationship of art to history by placing works of art within cultural, historical, and chronological contexts.
4. Critically interpret and evaluate works of art.

### **Methods of Evaluation**

The student will be evaluated through completion of their required project, exams, various papers, and attendance. Grading will consist of the following:

Category	Percentage
Attendance	20%
Various Papers	20%
Exams	40%
Outside Project	20%
Total	100%

### **Academic Honesty and Integrity**

Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor's permission), utilizing resources such as books and notes for a test without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension
- Notation of the student's transcript of "Academic Dishonesty."
- \*\*\*Faculty members have the right to assign a failing grade to a student who is guilty of academic dishonesty at any point during a semester. Faculty members may prohibit a student from dropping a course when academic dishonesty is discovered. However, if a student has dropped the course in accordance with the rules and dates applied to dropping a course and prior to the discovery of academic dishonesty, the grade of W will stand. Students currently enrolled in a course and students who have completed a course (A, B, C, D, CT, and I) may have a grade changed to an F if academic dishonesty is discovered. The faculty member must notify the student of the change to the final grade within one week

of facilitating the change. The student will have the opportunity to appeal the final grade change according to the college policy stated in the catalog.

### **Class Attendance**

Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class in accordance with requirements of the course as established by the instructor.

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

**Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course.** For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

### **Cell Phones and Other Electronic Devices Procedure:**

Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore,

Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

1. **First Offense:** the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
2. **Second Offense:** the student will be asked to leave the class period for the day and will receive zeros for any work done in class on that day; a student receiving instruction through remote connection at an off-campus site will be required to attend the class face to face in Borger from this class date forward.
3. **Third Offense:** the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

Students should leave the college's main number with an appropriate contact in case of an emergency.

Borger: (806) 457-4200, ext. 0 or 886-5047 after hours

Dalhart: (806) 244-7669

Perryton: (806) 648-1450

## **Grievance Policy**

If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Academic Policies section of the Frank Phillips College Catalogue. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

## **Important Information**

Frank Phillips College is a Microsoft Office Campus. You must submit your electronic assignments in Microsoft Office programs only. If you do not have Microsoft Office, you may use one of the computer lab sites on campus for your class work.

## **Scans/Or Core Competencies That Will Be Addressed in the Class**

### **Resources:**

Allocates Time  
Allocates Money  
Allocates Material & Facility Resources

### **Interpersonal:**

Participates as a Member of a Team  
Teaches Others  
Serves Clients/Customers  
Exercises Leadership  
Negotiates to Arrive at a Decision  
Works with Cultural Diversity

### **Technology:**

Selects Technology  
Applies Technology  
Maintains & Troubleshoots Technology

### **Basic Skills:**

Reading  
Writing  
Arithmetic  
Mathematics  
Listening & Speaking

### **Information:**

Acquires & Evaluates Information  
Organizes & Maintains Information  
Uses Computers to Process Information

### **Thinking Skills:**

Creative Thinking  
Decision Making  
Problem Solving  
Seeing Things in the Mind's Eye  
Knowing How to Learn  
Reasoning

### **Systems:**

Understands Systems  
Monitors & Corrects Performance  
Improves & Designs Systems

### **Personal Qualities:**

Responsibility  
Self-Esteem  
Sociability  
Self-Management  
Integrity/Honesty