

ENMU Art 165 Art History I

<p>2. Compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, intellectual).</p>	<p>Comparisons between art as a product of different cultures and time-periods was a major component of readings, chapter handouts, classroom lecture, and discussion.</p> <p>Two midterm exams and the final exam contained questions targeting this competency.</p>	<p>A major issue was a student body who entered the course with the belief that the primary criteria for evaluating the success of an artwork are “I like it” and “I recognize the subject matter.” Expanding that subjective monocular vision to include the importance of context, content, function, and abstraction for functional and expressive purposes was necessary for the purposes of this criteria. Success was determined based upon scores on exam questions and quality of classroom discussions. Rubrics are included below.</p> <p><u>Identification Questions:</u></p> <ul style="list-style-type: none"> • 81.08% Exceeded expectations • 0% Met expectations • 18.91% Did not meet expectations <p><u>Exam Essay Question #1:</u></p> <ul style="list-style-type: none"> • 75.67% Exceeded expectations • 5.40% Met expectations • 18.91% Did not meet expectations <p><u>Exam Essay Question #2:</u></p> <ul style="list-style-type: none"> • 81.08% Exceeded expectations • 5.40% Met expectations • 18.91% Did not meet expectations 	<p>The data indicates that lectures and assignments provided the students with a broader perspective and view of how to evaluate art. The criteria discussed in the class allowed the student to realize that art has aspects of functionally as well as beauty. The essay revealed understanding of art in the political, economic and cultural world. Students also realized the geographic and religious interactions with art concepts and contexts and a sensitivity for the meaning and function of individual artworks.</p>	
<p>3. Recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.</p>	<p>Comparative analysis of artworks as products of diverse human experience was a major component of readings, chapter handouts, classroom lecture, and discussion.</p>	<p>Success was determined based upon scores on exam questions and quality of classroom discussions.</p> <p><u>Identification Questions:</u></p> <ul style="list-style-type: none"> • 81.08% Exceeded expectations • 0% Met expectations • 18.91% Did not meet expectations <p><u>Exam Essay Question #1:</u></p> <ul style="list-style-type: none"> • 75.67% Exceeded expectations • 5.40% Met expectations 	<p>The results indicate the instruction was clear and comprehensive, and demonstrated students understood concepts and contexts and developed an appreciation for individual artworks.</p> <p>In the future, the professor will change emphasis and depth and delivery of information as needed. Consideration will be given to</p>	

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		<ul style="list-style-type: none"> • 18.91% Did not meet expectations <p><u>Exam Essay Question #2:</u></p> <ul style="list-style-type: none"> • 81.08% Exceeded expectations • 5.40% Met expectations • 18.91% Did not meet expectations 	rewriting exam questions so that students must specifically verbally compare two works in the same exam question.	
4. Draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.	Links between and comparisons with other cultures, including contemporary times, occurred in readings, lectures, and discussions.	Success determined by breadth and quality of classroom discussions. An informal assessment of success can be seen in the Departmental assessment process, where during presentations of their own work, students often bring in comparisons with and references to art history	Consideration will be given to whether exams or papers should include questions targeting Core Competency 4.	

Area V Assessment completed by _____
Signature

Dr. Catherine Jennings
Printed Name

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Date

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Phone