

COURSE SYLLABUS ARTS 1303 ART HISTORY I SUMMER 2 2013

NOT A BLACKBOARD COURSE Section Name : WB

Start Date : 7/15/2013
End Date : 8/15/2013
Modality : WEB Direct EMail
Credits : 3

Instructor Information

Name : E.Barry Phillips
OC Email : ebphillips@odessa.edu
OC Phone # : [432-335-6785](tel:432-335-6785)

Course Description

Builds knowledge of the world's great civilizations, their art and artists, and the relationship of art to culture from the **Prehistoric** to thru the **Medieval**. Develops the ability to identify, describe and interpret major works in the history of visual art.

Prerequisites/Corequisites

Prerequisite: None

ICO

ICO's [1,2,4,6](#)

Course Objectives

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1. Build a knowledge of Prehistoric Art in Europe
 2. " Art of the Ancient Near East
 3. " Art of Ancient Egypt
 4. " Art of the Ancient Greece and the Aegean World
 5. " Etruscan Art
 6. " Early Christian and Byzantine Art
 7. " Early Medieval and Romanesque Art
 8. " Gothic Art

PLEASE PUT YOUR DEPARTMENT SPECIFIC INFORMATION IN THIS AREA

Required Readings/Materials = [No Textbook Required](#)

Course Requirements

[Student must activate their OC email account and contact the instructor the first week of classes.](#)

Student must complete fifteen (15) web assignments (Direct Email) and a Final Exam.

Week 1

Topic/Overview: This week focuses on

Summary of Week 1 Assignments & Activities

Item(Name)	Type	Description	Due
Assignment 1	Essay paper	Prehistoric Art in Europe	TBA

Week 2

Topic/Overview: This week focuses on

Summary of Week 1 Assignments & Activities

Item(Name)	Type	Description	Due
Assignment 2.	Essay paper	Prehistoric Art in Europe	TBA

Week 3

Topic/Overview: This week focuses on

Summary of Week 1 Assignments & Activities

Item(Name)	Type	Description	Due
Assignment 3	Essay paper	Art of Ancient Near East	TBA

Week 4

Topic/Overview: This week focuses on

Summary of Week 2 Assignments & Activities

Item(Name)	Type	Description	Due
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Assignment 4	Essay paper	Art of Ancient Near East	TBA

Week 5

Topic/Overview: This week focuses on

Summary of Week 2 Assignments & Activities

Item(Name)	Type	Description	Due
Assignment 5	Essay paper	Art of Ancient Egypt	TBA

Week 6

Topic/Overview: This week focuses on

Summary of Week 2 Assignments & Activities

Item(Name)	Type	Description	Due
			TBA
Assignment 6	Essay paper	Art of Ancient Egypt	

Week 7

Topic/Overview: This week focuses on

Summary of Week 3 Assignments & Activities

Item(Name)	Type	Description	Due
Assignment 7	Essay Paper	Art of Ancient Greece and the Aegean World	TBA

Week 8

Topic/Overview: This week focuses on

Summary of Week 3 Assignments & Activities

Item(Name)	Type	Description	Due
Assignment 8	Essay paper	Art of Ancient Greece and the Aegean World	TBA

Week 9

Topic/Overview: This week focuses on

Summary of Week 3 Assignments & Activities

Item(Name)	Type	Description	Due
Assignment 9	Essay paper	Etruscan and Roman Art	TBA

Week 10

Topic/Overview: This week focuses on

Summary of Week 4 Assignments & Activities

Item(Name)	Type	Description	Due
Assignment 10	Essay paper	Etruscan and Roman Art	TBA

Week 11

Topic/Overview: This week focuses on

Summary of Week 4 Assignments & Activities

Item(Name)	Type	Description	Due
Assignment 11	Essay paper	Early Christian and Byzantine Art	TBA

Week 12

Topic/Overview: This week focuses on

Summary of Week 4 Assignments & Activities

Item(Name)	Type	Description	Due
Assignment 12	Essay paper	Early Christian and Byzantine ART	TBA

Week 13

Topic/Overview: This week focuses on

Summary of Week 5 Assignments & Activities

Item(Name)	Type	Description	Due
Assignment 13	Essay paper	Early Medieval and Romanesque Art	TBA

Week 14

Topic/Overview: This week focuses on

Summary of Week 5 Assignments & Activities

Item(Name)	Type	Description	Due
Assignment 14	Essay paper	Early Medieval and Romanesque Art	TBA

Week 15

Topic/Overview: This week focuses on

Summary of Week 5 Assignments & Activities

Item(Name)	Type	Description	Due
Assignment 15	Essay paper	Gothic Art	TBA

Week 16

Topic/Overview: This week focuses on

Summary of Week 5 Assignments & Activities

Item(Name)	Type	Description	Due
Assignment 16 Final Exam	Essay paper	Select any three (3) art periods from the eight (8) studied and explain the characteristics and historical significance of the art produced.	TBA

Grading Policy

Each week, I will provide grades or scores and comments on assignments within 2 days of when they were submitted.

Late assignments receive a 10% deduction for each week late if assignments are not received by Noon CST on the day they are due.

Percentage %	Grade
100-90	A
89-80	B
79-70	C
69-60	D
59-0	F

Special Needs

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability services at [432-335-6861](tel:432-335-6861) to request assistance and accommodations.

Learning Resource Center (Library)

The Library, known as the [Learning Resources Center](#), provides research assistance via the [LRC's catalog \(print books, videos, e-books\)](#) and [databases \(journal and magazine articles\)](#). [Research guides](#) covering specific subject areas, [tutorials](#), and the "[Ask a Librarian](#)" service provide additional help.

Student E-mail

Please access your [Odessa College Student E-mail](#), by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. All correspondence will be submitted using your Odessa College email or to request an office appointment.

Student Portal

Please access your [Odessa College Student E-mail](#), by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. All correspondence will be submitted using your Odessa College email.

Technical Support

For help activating your student email account contact the Student Success Center at [432-335-6878](tel:432-335-6878) or online at https://www.odessa.edu/dept/ssc/helpdesk_form.htm. This Arts 1303 Art History I is not a Blackboard course. Obtain your textbook and assignment workbook from the OC Bookstore and begin your study.

Important School Policies

For information regarding student support services, academic dishonesty, disciplinary actions, special accommodations, or student's and instructors' right to academic freedom can be found in the [Odessa College Student Handbook](#).

The Odessa College Student Success Coaches and faculty mentor will help you stay focused and on track to compete your educational goals.

If an instructor determines that you need additional help or “success coaching”, he or she may submit a Retention Alert

or a Starfish Alert. A student success coach or faculty mentor will contact you to work toward a solution.

Expectations for Engagement - Online Learning

To help make the web-based learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the online learning environment. Students and instructors are welcome to exceed these requirements.

Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will

- provided my contact information at the beginning of the syllabus;
- respond to all messages within 24 hours if received Monday through Thursday and within 48 hours if received Friday through Sunday; and,
- notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.

2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will

- provide clear information about grading policies and assignment requirements in the course syllabus, and
- communicate any changes to assignments and/or to the course calendar to students as quickly as possible.

3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will

- post grades for discussion postings within one week of the discussion thread closing.
- provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will

- line up alternative computer and internet access in case my primary computer crashes or my internet services is unavailable;
- recognize that the college provides free wi-fi and computer labs during regular campus hours to help me with accessing my course; and,
- understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my equipment or service is unreliable.

2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to

- getting “kicked off” of the system during tests or quizzes;
- having trouble submitting assignments; and
- dealing with a traumatic personal event.

3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will

- seek out help from my instructor and/or from tutors;
- ask questions if I don't understand; and,
- access my course several times during the week to keep up with assignments and announcements.

Expectations for Engagement - Face to Face Learning

To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment. Students and instructors are welcome to exceed these requirements.

Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
 - provided my contact information at the beginning of the syllabus;
 - respond to all messages in a timely manner through telephone, email, or next classroom contact; and,
 - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.

2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
 - provide clear information about grading policies and assignment requirements in the course syllabus, and
 - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.

3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
 - return classroom activities and homework within one week of the due date and
 - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
 - attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;
 - recognize that the college provides free wi-fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,
 - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or internet service is unreliable.

2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to,
 - missing class when a major test is planned or a major assignment is due;
 - having trouble submitting assignments;
 - dealing with a traumatic personal event; and,
 - having my work or childcare schedule changed so that my classroom attendance is affected.

3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
 - seek out help from my instructor and/or from tutors;
 - ask questions if I don't understand; and,
 - attend class regularly to keep up with assignments and announcements.

The SEI (Student Evaluation of Instruction) process for face-to-face and online courses is scheduled for the week of November 26th