

Bulletin Preview

[ES] ARCH 240. Architecture History and Theory I (3 cr) Lec 3. Prereq: Sophomore standing and permission.

Survey of the development of architecture from prehistory to the mid-eighteenth century.

This course was proposed and certified for two outcomes (5 and 7).

ACE Certification

In its review of requests for ACE certification, the Interim ACE committee (eventually the UCC ACE subcommittee) will use such criteria as:

- Does the course clearly address the Learning Outcome(s) identified?
- Does the course provide students with opportunities to develop the knowledge/skills necessary for successful achievement of the Learning Outcome(s)?
- Does the course provide students with opportunities to demonstrate achievement of the Learning Outcome(s)?
- Does the course reinforce at least one of the following as appropriate for the discipline and as identified by the department offering the course: Writing, Oral Communication, Visual Literacy, Historical Perspectives, Mathematics and Statistics, Critical Thinking, Teamwork, Problem Solving, Ethics, Civics, Social Responsibility, Global Awareness, or Human Diversity?
- Have the hosting department/unit and the instructor(s) agreed to follow through with their responsibilities as outlined in the ACE Course Certification Request Form?

Students select which one outcome they will receive ACE credit for. Faculty should indicate which one or two ACE Learning Outcome(s) are satisfied by the course.

SLO5. Use knowledge, historical perspectives, analysis, interpretation, critical evaluation, and the standards of evidence appropriate to the humanities to address problems and issues.

Describe opportunities students should have to learn the outcome. How is the learning objective embedded in the course?

Regular lectures given by the professor and reading substantial portions of the highly respected textbook are the principle student learning opportunities for acquiring historical knowledge of architecture. Additional student learning opportunities include attending lectures by invited guest speakers in class, and taking advantage of lectures offered by distinguished historians on campus. A select number of videos are shown in class, and one or two films shown at the Mary Riepma Ross Film Center are selected that give historical perspectives, and a representative sampling of the diverse ways of interpreting and analyzing historical evidence. The textbook is augmented by readings that provide students the opportunity to engage with other examples of historical interpretation. Visits to local museums likewise are required means for students to acquire historical knowledge, and see first-hand different historical perspectives. Engaging with actual historical sources in museums requires students to analyze, interpret, and develop critical evaluation skills.

Describe student work that will be used to assess student achievement of the outcome and explain how the students demonstrate the knowledge and skills specified by the outcome.

- 1) Regularly given scanned tests are the principle means of assessing student achievement. Additionally, quizzes, utilizing personal response devices ("clickers") assess student achievement on an on-going basis, and ensure that students are responding to the lectures and the readings. Tests and quizzes are both quantitative and qualitative, and address the major problems and issues involved when studying the history of the built environment. There is also a take-home quiz that requires students to visit local museums.
- 2) One or two short writing assignments are specifically targeted for students to analyze a lecture, film, or essay, focusing on various means of historical interpretation, the standards of evidence in different professions, and critically evaluating the interpretations of major figures in the humanities. Writing assignments are graded and students receive feedback on their writing and critical interpretative skills.
- 3) One semester-long visual assignment, such as a graphic time-line, is the vehicle to assess students' synthesis of the large body of historical knowledge that the course, through lectures and readings, presents.
- 4) Students' required participation in Blackboard Discussion Boards is an additional means of exploring a range of historical perspectives.

As part of the ACE certification process, the department/unit agrees to collect and assess a reasonable sample of students' work and provide reflections on students' achievement of the Learning Outcomes for its respective ACE-certified courses.

Please comment on your plans to develop a process to collect and evaluate student work over time for the purpose of assessing student success for this ACE outcome.

Because of regularly scheduled accreditation visits by the architecture and interior design accreditation boards at five-year intervals (non-concurrent), the College of Architecture regularly collects, reviews, and archives examples of tests, quizzes, writing assignments, and other projects, for all courses, including ARCH 240. Copies of assignments submitted electronically to Blackboard will also be collected, reviewed, and archived.

SLO7 begins on page 3

SLO7. Use knowledge, theories, or methods appropriate to the arts to understand their context and significance.

Describe opportunities students should have to learn the outcome. How is the learning objective embedded in the course?

The PowerPoint illustrated lectures given by the professor and reading substantial portions of the textbook are the principle student learning opportunities for acquiring knowledge of architecture, art, and material objects. 90% of the lectures refer to visual materials; the standard lecture format is to examine a building or artwork and discuss how the artwork conveys knowledge, without relying (exclusively) on textual evidence. The readings also focus on architecture and art. Additional student learning opportunities include attending lectures by invited guest speakers in class, and taking advantage of illustrated lectures offered by scholars on campus, usually from art history or archaeology. A select number of videos are shown in class, and one or two films shown at the Mary Riepma Ross Film Center are selected that give historical perspectives, and a representative sampling of the diverse ways of interpreting historical evidence and artforms. Films are presented as an artform and this aspect is discussed in class. Lectures, videos, and films are selected because they engage with historical issues through visual means. The textbook is augmented by readings to provide students the opportunity to experience other theories and methods of interpreting art and other visual materials. Visits to local museums likewise are required opportunities for students to acquire knowledge of art and architecture, and see first-hand different professional perspectives. Engaging with actual artworks requires students to analyze, interpret, and develop critical evaluation skills regarding art. Architecture is presented from a global perspective, with significant attention to African, pre-Columbian American, and Asian architecture.

Describe student work that will be used to assess student achievement of the outcome and explain how the students demonstrate the knowledge and skills specified by the outcome.

1) Regularly given scanned tests are the principle means of assessing student achievement. 90% of the test questions relate to a work of art or architecture, asking students to either identify it quantitatively - name, artist, date, or place - or qualitatively, regarding an aspect of its interpretation as an artwork with culturally significant meaning. Additionally, quizzes, utilizing personal response devices ("clickers") assess student achievement on an on-going basis, and ensure that students are responding to the lectures and the readings. Tests and quizzes are both quantitative and qualitative, and address the major problems and issues involved when studying art and visual evidence. A take-home quiz requires students to visit local museums, and answer questions by engaging with actual artworks and buildings. 90% of all questions relate to a building, artwork, or image.

- 2) A short writing assignment is specifically targeted for students to analyze a lecture, film, or essay, focusing on various means of historical interpretation, and the standards of evidence when evaluating art and architecture. The assignment is not based on textual research, but is always a variation on making claims by carefully interpreting visual evidence. Writing assignments are graded and students receive feedback on their writing and critical interpretative skills.
- 3) One semester-long visual assignment, such as a graphic time-line, is the vehicle to assess students' synthesis of the large body of knowledge that the course, through lectures and readings, presents. It requires students to create a graphic document that itself contains a large quantity of visual information.
- 4) Students' required participation in Blackboard Discussion Boards is an additional means of exploring a range of art historical perspectives.
- 5) Finally, a standard part of the lecture process is to show a building or artwork and call on students in class to discuss it, based on what lies in front of their eyes; this reinforces that artworks themselves contain culturally significant information.

As part of the ACE certification process, the department/unit agrees to collect and assess a reasonable sample of students' work and provide reflections on students' achievement of the Learning Outcomes for its respective ACE-certified courses.

Please comment on your plans to develop a process to collect and evaluate student work over time for the purpose of assessing student success for this ACE outcome.

Because of regularly scheduled accreditation visits by the architecture and interior design accreditation boards at five-year intervals (non-concurrent), the College of Architecture regularly collects, reviews, and archives examples of tests, quizzes, writing assignments, and other projects, for all courses, including ARCH 240. Copies of assignments submitted electronically to Blackboard will also be collected, reviewed, and archived.

What Outcome(s) or skill(s) will be reinforced in this course?

According to the ACE document approved by faculty (Structural Criteria, item 9), "Every ACE course will reinforce at least one of the following skills listed below as appropriate for the discipline and as identified by the department offering the course..." Indicate skills that will be reinforced by the course by clicking on as many as apply and describe briefly how those skills will be reinforced.

These areas are those *OTHER THAN* the one or two outcomes for which you seek ACE certification. Students will not receive ACE credit for the reinforced skills, and the reinforced skills do not need to be assessed for ACE purposes.

Reinforcements continue on page 5

Writing

Describe briefly how this skill will be reinforced.

One lecture (one hour and 15 minutes) will be given to explain the writing assignment and successful writing strategies. After the assignments are handed back, with individual feed back on the writing, there will be an additional lecture recapping successful, and unsuccessful, writing examples. Discussion boards are utilized, and a document is available that illustrates successful, and unsuccessful, examples of discussion board entries.

Visual Literacy

Describe briefly how this skill will be reinforced.

A regular part of class lectures are showing examples of art and architecture and discussing how visual materials operate, relate to their context, construct ideas, etc. Students are regularly called on as part of class lectures to speak about the artworks and buildings.

Historical Perspectives

Describe briefly how this skill will be reinforced.

This is a history course. Examples of architecture throughout history are the core of the course, and a regular strategy is to compare examples from one historical period to another.

Human Diversity

Describe briefly how this skill will be reinforced.

All areas of the globe are treated equally, and there is major coverage to the architecture of Africa, Islam, the pre-Columbian Americas, and Asia.

Supportive Material

Syllabus (Required)

[ARCH240-syl4ACE.doc](#)

Attach a copy of the sample syllabus that clearly identifies:

- The Learning Outcome(s) that are satisfied by the course.
- A brief description of the opportunities this course provides students to acquire the knowledge or skills necessary to achieve the Learning Outcome(s)
- A brief description of the graded assignments that the instructor(s) uses to assess the students' achievement of the Outcome(s).

Cross-list Memo (Required if applicable)

If the course proposed for ACE certification is cross-listed, include a letter of support from the chair/head of each cross-listed unit.

Additional Documentation (Optional)