

In addition to providing visual literacy, the ability to approach visual art and objects critically, and understanding of the cultural history of humanity, this course fulfills requirements for the Art major, and the Art and Art History minors, the Women Studies minor, and the Honors program.

This course supports the General Education goal "H": Western Historical Perspectives. It also supports the fulfillment of the General Education goal "W": Writing Intensive.

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You will be allowed to make up an exam you have missed only if you can provide acceptable documentation of a serious medical emergency that precluded you from taking the test. If that is the case, you must contact me as soon as rationally possible.

Research Project: 20% (course outcomes 1, 2, 3, 4)

Details will follow in a separate handout.

Oral Presentations: 10% (course outcomes 1, 2, 3, 4)

Each student will choose, in consultation with the professor, a topic for research and presentation. Students will produce a proposal, an annotated bibliography, and a working outline before finalizing the research project. Students will be responsible for a formal presentation of the results of their research to the class.

This course offers students the opportunity to earn an additional credit through the Cultures and Languages across the Curriculum program. If you have either completed or are currently enrolled for a Language course (Chinese, French, German, Japanese, Russian, Spanish) beyond 112, you are eligible to enroll for a Cultures and Languages Across the Curriculum (CLAC) module associated with this class and earn one credit for that module. Please let me know if you are interested in pursuing this opportunity.

I will post assignments and readings on Moodle. I will expect all students to become familiar with Moodle, and to check their Wittenberg e-mail accounts frequently. In some cases, I might e-mail the class with announcements or study images. I will use the official class list, *i.e.* Wittenberg e-mail accounts. If you do not use your Wittenberg e-mail account and choose instead to have your e-mails forwarded to another service, it is your responsibility to figure out any problems in communication. I will not resend information due to problems that arise with those accounts. It is your responsibility to ensure that your Wittenberg login ID and password function properly in all campus computers.

If you have concerns or questions about the course, talk to me right away. Stop by my office during office hours or make an appointment for another time. Always consult your syllabus before sending a question via email. If doubts persist, feel free to send me an email at agimenezberger@wittenberg.edu. Please follow proper correspondence etiquette, and allow 24 to 48 hours for a response.

I will use Moodle announcements and/or email to communicate with you.

Wittenberg University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, learning, chronic health, physical, hearing, vision and neurological, or temporary

medical conditions, etc.), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, you must register with the Accessibility Services office by emailing accessibilityservices@wittenberg

		<i>Field Trip?</i>
	11/12 & 14	
	11/9 & 21	
	11/26	
	11/27-29	
	12/3	<i>All research projects due.</i>
	12/6	

The following criteria represent the major steps and skills required for effective oral communication of any kind and in any context. They are used to evaluate your oral communication assignments in this course according to the following scale:

5 = excellent	Achieves or is close to perfection; could not be much better [A]
4 = good	Above average; goes beyond minimum requirements of the criterion [B]
3 = average	Adequate in meeting the minimum requirements of the criterion [C]
2 = marginal	Needs improvement; only partially meets this criterion [D]
1 = poor	Unacceptable; fails to address the criterion [F]

There is evidence that the speaker has taken into account and tailored the message to the intended purpose of the speaking assignment and/or the message has a clearly articulated purpose that is appropriate to the context of the speaking.

There is an attempt to tailor the speaking to the intended audience in some way, such as selecting content that is of particular interest and/or relevance to them and/or adapting the content to the audience's knowledge level.

The content of the spoken message is substantive, relevant to the purpose and audience, and is of good quality, meaning that it draws upon al. 9p)-1.9p)-3r2p (u) 21.1-2.2 fl (p)111.3t)0.5lnD2 oq.6e)11()T(v)-lity, mea

	Overall position is not evident. Topic as expressed is superficial or undeveloped.	Overall position is evident, but often too simplistic. Topic is also simplistic and one-dimensional.	Overall position is clear with a sense of developed ideas. Topic is interesting and significant, but not deeply explored in needed areas	Overall position is clear and developed. Topic is interesting, significant, and is engaged from several angles.	Overall position is well articulated and thoroughly developed. Topic is interesting, significant, and intellectually challenging with multiple facets addressed.

No argumentative structure is evident.



