

Form E-1-A for Boston College Core Curriculum



their production.

- 5) Ability to connect works of art to cultural manifestations in other disciplines in the liberal arts (literature, theology, music, dance, philosophy) and to apply methods from the sciences (economics, psychology, physics, chemistry) to their study.
- 6) Ability to distill the above knowledge and adduce evidence in the construction of logical, clearly



ARTH1101 and ARTH1102. The evaluation is based on the following rubrics for the written work rated on a scale of 1-5, with 1 being the lowest and 5 the highest:

- 1) Has the student employed discipline specific terminology correctly?
- 2) Has student addressed issues of formal analysis, and how these issues pertain to the meaning of the objects under discussion?
- 3) Has the student demonstrated an awareness of the historical context and meanings of the work of art?
- 4) Has the student constructed a persuasive argument?
- 5) Has the student properly documented the paper where needed? (notes, bibliography, etc.)

The Major assessment is based on the examination of a sampling of the required term papers in the Senior Art History Seminar (ARTH4401). The evaluation is based on the following rubrics for the written work rated on a scale of 1-5, with 1 being the lowest and 5 the highest:

- 1) Has student compiled an appropriate bibliography?
- 2) Has student demonstrated an appropriate mastery of sources, and an ability to document them effectively?
- 3) Has student employed discipline specific terminology?
- 4) Has student addressed issues of formal analysis, and how these issues pertain to the meaning of the objects under discussion?
- 5) Has student demonstrated ability to engage multiple approaches?
- 6) Has student constructed a persuasive argument?
- 7) Has student conducted original research?

Who interprets the evidence? What is the process? (Who in the department is responsible for interpreting the data and making recommendations for curriculum or assignment changes if appropriate? When does this occur?)

Faculty readCan?



4) Has the student constructed a persuasive argument?	3.67
5) Has the student properly documented the paper where needed? (notes, bibliography, etc.)	3.0

ELIZABETH BERKHAN	Rating
1) Has the student employed discipline specific terminology correctly?	5
2) Has student addressed issues of formal analysis, and how these issues pertain to the meaning of the objects under discussion?	5
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2) Has student addressed issues of formal analysis, and how these issues pertain to the meaning of the objects under discussion?	5
3) Has the student demonstrated an awareness of the Historical context and meanings of the work of art?	5
4) Has the student constructed a persuasive argument?	4
5) Has the student properly documented the paper where needed? (notes, bibliography, etc.)	3

SARAH RAMSDELL	Rating
1) Has the student employed discipline specific terminology correctly?	4
2) Has student addressed issues of formal analysis, and how these issues pertain to the meaning of the objects under discussion?	4
3) Has the student demonstrated an awareness of the Historical context and meanings of the work of art?	4
4) Has the student constructed a persuasive argument?	2
5) Has the student properly documented the paper where needed? (notes, bibliography, etc.)	2

MADLINE TOWNSEND	Rating
1) Has the student employed discipline specific terminology correctly?	4
2) Has student addressed issues of formal analysis, and how these issues pertain to the meaning of the objects u y	

CARLISLE GHIRARDINI	Rating
1) Has student compiled an appropriate bibliography?	5
2) Has student demonstrated an appropriate mastery of sources, and an ability to docroure	

