

This is an example cumulative grade listing. This is how you will receive your grades and feedback from me in this class. Please read the note at the bottom of the last page (page 10) and then carefully review the entire listing! This can help you IMMENSELY in this online class! ☺ Jim

GPH-205 ANY OLD EXAMPLE QUARTER SCORES AND FEEDBACK

CURRENT TO: 6/20/2017 6:35 PM

COURSE SCORE NOW = 16.5/100

Unit 1 due:	12/4/2016
USForm1=	100%
Project 1=	80%

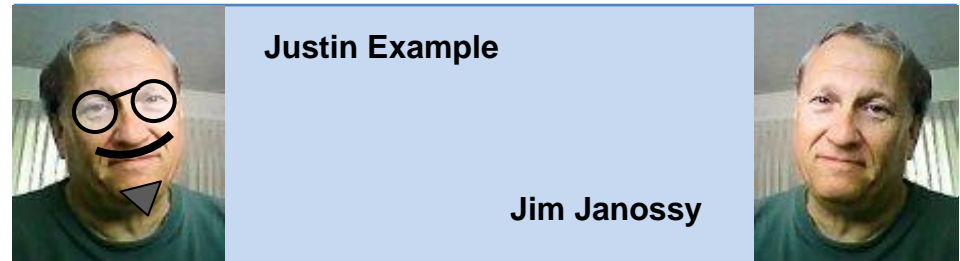
Unit 2 due:	12/10/2016
USForm2=	0%
Project 2=	0%

Unit 3 due:	12/16/2016
USForm3=	0%
Project 3=	0%

Unit 4 due:	12/22/2016
USForm4=	0%
Project 4=	0%

Start due:	12/4
Essay page 1	100%
Body + Concl	12/27* & 12/30 **
Body + Concl	6%

Rows colored yellow mean you can revise and resubmit the work to raise your score. Rows are colored green when you score 100%! Use the feedback provided in the detailed section that follows this summary to guide you in your revision work.



This is a comprehensive grade listing. I send this to you in .pdf format attached to an e-mail. This is the way that I report your grades and feedback to you throughout the term. The dues dates shown are the dates **you** specified in the schedule on your Confirmation of Participation form. This first page is a report card that shows just your scores on required items that contribute to your course grade. But much more feedback than this exists! For example, subtotals are listed on the next pages and the last pages are a summary.

FULL INFORMATION AND FEEDBACK STARTS ON PAGE 2 OF THIS LISTING! Make sure you read this whole listing for feedback on revising and resubmitting work to learn more and raise your scores!

Note that the first page (only) draft of your reflective essay is due at the end of Unit 1. This is required so that I can confirm your understanding of the assignment. **Complete information about the essay is on workbook pages 50-54.** The facts to develop page 1 of your essay, on Lascaux, are already provided to you in the workbook on page 4 as an example of the intended format f USF responses.

- * **December 27:** Any coursework, including your essay body and conclusions, must be submitted no later than this date if you want to have the opportunity to make revisions and resubmission.
- ** **December 30:** The last moment that any work can be submitted to count toward your course grade is **11:59 PM Friday Dec. 30!**

FEEDBACK AND DETAILS [numbers in brackets are workbook page numbers]				Make sure you read and understand the feedback I give you in this column on your work! Use it to (optionally) revise your work and resubmit it for re-grading, if necessary, to achieve a perfect score. ☺ Jim
UNIT 1 – Prehistory, Ancients, Rome	Max	Earned	%	Feedback <i>(read, and use this to revise and resubmit!)</i>
Unit Summary Form 1 (USF1) [4-5] <div style="border: 1px solid red; padding: 10px; margin: 10px 0;"> <p>On this grade listing I fill in the “Earned” column to tell you your score and I insert specific, individualized feedback in the last column. Formulas in the base Word document I use for this automagically compute and insert the percentage values here and in the summary on the first page, and compute the subtotals and totals. This really lets me focus on individual student mentoring, not administrivia and the arcane and ever-changing ways of some online student systems. This also provides learners with all feedback in one place like a “transcript” of completed work in the class! In short, this helps us all focus on teaching and learning the subject matter, not the arbitrary and sometimes elusive ways that well-intentioned but sometimes burdensome “course support” systems work! ☺ Jim</p> </div>	100	100	100%	<p>12/9: This revised USF now contains the most important facts that exist in the Unit 1 workbook readings, chapters 1-5 in <i>The Story of Art</i>, and the required video viewing. Use this USF as a resource when you compose your reflective essay for the first several eras your character lives through. You’ll find that some of the facts you include in this way in your essay will help you prove or disprove the conclusions I will be giving you in the later part of the term. Good work, I have raised your score from 80 to 100! ☺ Jim</p> <p>12/6: Your revised USF1 is an improvement but still needs some facts added:</p> <ul style="list-style-type: none"> • You left out an art formation rule fact for Egyptian tomb art and a technology fact (2). • You left out a very significant modern impact of the Greeks (1). • You left out a technology fact for Rome (1). <p>I have raised your score from 70 to 80. You can revise and resubmit this USF to include the missing facts and you can still raise this score as high as 100/100. ☺ Jim</p> <p>12/4: Your USF1 contains many of the important facts that exist in the Unit 1 workbook readings, chapters 1-5 in <i>The Story of Art</i>, and the required video viewing. But there are some additional facts that you need to include.</p> <ul style="list-style-type: none"> • You left out two art formation rule facts for Egyptian tomb art and a technology fact for the Egyptians (3)

				<ul style="list-style-type: none"> You left out a purpose fact and a modern impact of the Assyrians (2). You left out purpose and rule facts for the Persians, and a technology fact (3). You left out two technology facts for the Greeks and a very significant modern impact (3). You left out a purpose and rule for late Roman church art (2) You left out a technology fact for Rome (1). <p>14 x -5 = -70. Don't get discouraged by this! There are a lot of facts and I am homing in on what we consider the most significant for our purpose with the emphasis required <i>for this specific class</i>. I have discussed these facts in the review lecture for USF1. Please review that brief video summary lecture (the link is near the bottom of the unit web page, where the USF download link is) and revise and resubmit this USF to include the missing facts, and you can still raise this score as high as 100/100. ☺ Jim</p>
Project 1 – Perfect solids, golden rectangle, Fibonacci series calculations/interpretation [39-45]	50	40	80%	<p>12/4: Here is how your three parts of this project shape up (no pun intended!)</p> <ul style="list-style-type: none"> Your folded shapes for the perfect solids are formed well (10/10) You have almost constructed a Golden Rectangle doesn't have the correct proportions; it looks like two squares next to one another. Please review the last couple of steps in the video tutorial I posted with the assignment. You left out one of the steps by which the geometric operations lead to the Golden Rectangle. Your rectangle and working lines should resemble the small illustration at the top of workbook page 38. The sloping line should not intersect the corner at the upper left, but be a little lower than that where it crosses the right

				side of the rectangle. (10/20) . • Your Fibonacci series calculated values and plot are accurate (10/10) and you recognized that the values produced by the computation seem to converge on phi, the Golden Ratio (10/10) . Well done! You can revise and still resubmit this for full credit! ☺ Jim
<i>Extra credit 1 (optional): Implementing a time line of significant events in Roman history</i>	15	0	0%	
	150	140	93%	
UNIT 2 – The Middle Ages [73-115]	Max	Earned	%	
Unit Summary Form 2 (USF2) [56-57]	100	0	0%	
Project 2 – Historiated initials, 12-segment (petal) rose window, drawing Celtic knots [81-85]	50	30	0%	12/8: Here's how the grades break down on this three-part project: Part 1: Historiated initials and documentation (10/10) fine work! Part 2: Original design for a 12-segment rose window similar in style to that of Strasbourg Cathedral, developed using geometric operations and with an appropriate original color scheme (20/20) very good design and coloring Part 3: Two original Celtic knots, one with no internal barriers and one with internal barriers. (0/20) you still need to submit this. You can still submit the missing work for full credit! ☺ Jim
<i>Extra credit 2 (optional): Developing a 32-petal rose window</i>	15	0	0%	
	150	0	0%	

UNIT 3 – Renaissance, Reformation	Max	Earned	%	
Unit Summary Form 3 (USF3) [88-89]	100	0	0%	
Project 3 – Egg tempera experimentation, typography, and color theory and use [116-120]	50	0	0%	
<i>Extra credit 3 (optional): Using fonts to make text visually expressive</i>	15	0	0%	
	150	0	0%	
UNIT 4 – Baroque and Beyond [165-225]	Max	Earned	%	
Unit Summary Form 4 (USF4) [126-127]	100	0	0%	
Project 4 – Identifying symmetry and perspective use in Renaissance and Baroque art, and introduction to the Conclusions Work take home final exam! [168-174]	50	0	0%	
<i>Extra credit 4 (optional): Scientific photography</i>	15	0	0%	
	150	0	0%	
Reflective essay all during the term Conclusions work (the take-home final)	Max	Earned	%	See workbook pages 50-54 for essay instructions! YOU DO NOT WRITE YOUR OWN CONCLUSIONS AT THE END OF YOUR REFLECTIVE ESSAY. SEE THE CONCLUSIONS WORK INSTRUCTIONS THAT ARE POSTED 14 DAYS BEFORE THE END OF THE TERM.
First page draft, Lascaux; start your story DUE WITH YOUR UNIT 1 WORK!	25	25	100%	12/4: Very interesting reflective essay beginning Justin, a great start! Here are a couple of hints that may help and can lend some variety too as you continue to build your essay during the term: <ul style="list-style-type: none"> • Give yourself a primitive-sounding name, and

				<p>introduce yourself in a sentence at or near the start.</p> <ul style="list-style-type: none"> • Don't include any references to "BC" or dates in years as we know them; these would be unknown to a person born into and living in the Lascaux civilization. • The best way to construct this essay is to write each required part (not all civilizations/eras we cover are required in the essay) as you study it. Or you can catch up on the times you need to write when you get your first feedback on the USF for the unit. Either way is much better than thinking of this as an essay you write at the end of the term. Note that we DON'T write conclusions at the end, you download the conclusions statements I will post near the end of the term and the conclusions work involves those. • Don't lose sight of the factual info from the USF that you need to include in each era/civilization on purposes, rules, technology (the first three columns of your "perfected" USFs). Somehow these facts have to be present, they ultimately support your conclusions work during the last week of the term. In regard to Lascaux, take a look at the top of workbook page 4 where I have given the info about that civilization as an example—makes sure that you work all of those facts in the first three columns into this first page set in Lascaux! • Meet some famous person in an era, someone that you regard as just another person because they are right there, but that the reader would recognize as famous. (This is possible in later eras where we actually know the names of some artists or architects.) You can even have a conversation with that person which really makes things interesting. Another interesting twist on this is seeing some work by that person hundreds of years later (because you have lived on from that era)
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				<p>and recalling how you saw it being made but that the other people viewing it at that same time as you would never believe that you did, they would think you were crazy! Maybe even have some part in creating that work back then, like talking with the artist as he/she created it, picking up a fallen brush, preparing the canvas for it or grinding pigment for it. This is where the videos that I label "Get to know..." can be very helpful.</p> <ul style="list-style-type: none"> • Use some forms of names for places spelled differently from the modern spelling but that sound like today's name, such as Aigept for Egypt. This introduces realism, whereas using a modern name shatters the impression of a person experiencing something in the past with no knowledge of the future. The same goes for any prehistoric or ancient person names you might create. An excellent resource for names is the free web site http://www.behindthename.com/usage.php which can supply names based on time period and location! <p>I will be happy to review any subsequent drafts, the same kind of revise/resubmit as applies to other coursework applies to the essay so it is good you are starting on this now! I'm eager to read your complete paper when you finish it, but feel free to send drafts as it develops if you want me to look over those too. ☺ Jim</p>
Remainder of reflective essay	175	0	0%	
Conclusions Work Instructions will be posted on the unit menu web page 14 days before the end of the term!	200	0	0%	
	400	25	6%	

RECAP (<i>summarizes unit totals, percentages</i>)	Max	Earned	%	
Unit 1: Prehistory, the Ancients, Rome	150	140	93%	
Unit 2: The Middle Ages	150	0	0%	
Unit 3: Renaissance and Reformation	150	0	0%	
Unit 4: Baroque and beyond	150	0	0%	
Reflective essay and conclusions work	400	25	6%	<i>The reflective essay counts for 200 points, the three separate conclusions forms sum to another 200 points</i>
Total (your course grade)	1000	165	16.50% *	<i>Your course letter grade is based on this value using the equivalence chart shown in green below. This score and all other subtotals and totals on this form are computed automatically by formulas in the form itself. The formulas implement the calculations implied by the grade weights shown in the "Max" column.</i>

As of Tuesday, June 20, 2017 at 6:35 PM your scores for Units 1-5 are 93%, 0%, 0%, 0%, and 6% your course score is 16.50/100. The chart on the following page shows how this course score translates to a letter grade. *This is just an indication of your progress in the course to this point. This is NOT your course grade unless you do not submit any more work during the term.*

** Total percentage has been calculated by dividing the **total points earned** by the **total points possible**. The total percentage is not a sum of the percentages above it. The individual grade and unit percentages play no role in calculating your course grade because adding them up would not produce an accurate total percentage. The percentages for each item and unit are shown only to give you an idea of where you stand as the course progresses. Unit percentages can exceed 100% if extra credit is submitted and is complete and accurate. ☺ Jim*

REFERENCE ITEMS

Here is a graphic illustration of what your course grade is based on:

Item	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Total	% of grade
USF	100	100	100	100		400	40
Project	50	50	50	50		200	20
Reflective Essay					200	200	20
Conclusions work					200	200	20
	150	150	150	150	400	1000	100

Brackets on the right indicate that the first two rows (USF and Project) total 60%, and the next two rows (Reflective Essay and Conclusions work) total 40%.

Brackets at the bottom indicate that the first four units (Unit 1-4) total 60%, and Unit 5 accounts for 40%.

Here is how this course score is translated into a letter grade:

93.6 and above	A	
90-93.5	A	-
87.6-89.9	B	+
83.6-87.5	B	
80-83.5	B	-
77.6-79.9	C	+
73.6-77.5	C	
70-73.5	C	-
67.6-69.9	D	+
60-67.5	D	
less than 60	F	

TRANSCRIPT OF E-MAIL TEXT COMMENTS I SENT WITH YOUR GRADE LISTINGS

Each time I e-mail an updated copy of this listing to you in .pdf form I compose a short summary message here then I copy and paste it into the e-mail to you. This listing provides a complete record of the summary e-mail comments I have sent to you throughout the course.

- 12/4 Welcome to GPH-205 Justin! Fine work on the start of your essay! This is the form of combined grade listing and feedback document I will update and provide to you as a .pdf every time I record additional grades for you. You can use my detailed feedback on this to revise and resubmit your assignments for re-grading. In this way I will help you “perfect” your work so that it forms a better basis for your reflective essay. You can use this as a checklist since it shows everything that’s due in the course for Units 1, 2, 3, and 4 and your reflective essay and where to find instructions for the assignments in the workbook. ☺ Jim
- 12/6 A good start on Project 2 Justin! Don’t forget, you can still revise your work for Unit 1 and raise the scores one it as high as 100%! Keep up the pace with the work and you can do very well in this class! ☺ Jim
- 12/9 Good work on USF1 Justin, you’re at 100% now on it! Revise Project 1 and you can raise it to the same level. I am looking forward to seeing your work on Project 2 and USF2! ☺ Jim

To convey a copy of this grade listing to a student each time I update it with work they have submitted, I use Word to update their copy of this form, then output a copy as a .pdf. Before finalizing the updated copy however, I type here the message I will put into an e-mail to them to which I will attach their .pdf copy. By typing the content of that e-mail message here, then copying and pasting it into the e-mail, both the student and I have a concise record of my e-mails to them all in one place. This fosters the “class performance transcript” nature of this feedback and makes it unnecessary for students to go on an online scavenger hunt for my feedback as they revise their work! ☺ Jim

About this EXAMPLE grade listing and the GPH-205 course – PLEASE READ!

This is an example grade listing adapted from a real-life grade listing issued in a previous term for a real-life student! I have modified it to obscure the identity of the student to whom this was issued and I have changed some of the feedback. Since you are currently enrolled in this class, which is taught with a “mentoring” pedagogy, you can benefit from seeing this example since your own grade listing will make use of the same form and will provide you with the same type of feedback you see here. **YOU CAN REVISE AND RESUBMIT WORK BASED ON MY FEEDBACK AND I WILL RE-GRADE IT.** This is *mentoring*. All eight homework assignments are important because the **four Unit Summary Forms** give you the method and the reason to identify and summarize relevant facts about the eras/civilizations we study in this course. The **four projects** help you “internalize” important concepts and art technologies of those eras. ***These facts feed your reflective essay, which you are encouraged to develop all during the term.*** The take-home final presents you with three statements that I MAKE and it’s your job to determine if each of my statements is true or false, and to use the forms I will post to support it with a logical argument for each of your three determinations. You can revise and resubmit your essay and take-home final too ***IF you submit it before the last 5 days of the 10-week quarter so I have time to grade it and give you feedback with enough time remaining for you to revise/resubmit.*** **Wait too long to submit the last work and you will rook yourself out of the opportunity to revise and resubmit! That’s a kind of shoot-yourself-in-the-foot “self-imposed” penalty!** ☺ Jim