



## ARTS 111: Art And Ideas I

<b>Location:</b>	Evening
<b>Address:</b>	1001 Rogers Street Columbia, MO 65216
<b>Section:</b>	19FALL2/ARTS/111/AEV
<b>Semester Credit Hours:</b>	3
<b>Class Day(s) and Time(s):</b>	Monday 5:30 PM - 9:30 PM from October 21, 2019 to December 14, 2019

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 Course Information

## Catalog Description

Survey of world art from prehistoric through medieval periods. G.E. Course meets Multicultural graduation requirement.

## Additional Notes

## IMPORTANT INFORMATION

Addendum to the SYLLABUS, Art & Ideas I

*How do we decode and extract the meaning and value of art?*

*How does art reflect culture?*

**ABOUT THIS COURSE:** This course is designed to give you a greater understanding of the pre-history and history of the visual arts and the role it plays in serving humankind. Using visuals from the books, from web sources, films and museum trips (virtual or real), you will explore why art is created, its function in society, how it affects us, and how it can enrich your life. The visual arts are but a part of the long history of the human narrative. This course will offer you a way to understand artmaking and create a role for yourself as observer of the visual arts.

Did you know that even if you are not an artist, you contribute to the story of humanity? You are very much a member of an enduring species and one that heavily impacts the nature of life on this planet. And our stories are amazing! Our art (be it written, visual or musical) is the way we remember our stories. And during the course, you will perceive patterns of human ideas, desires, imagination, rules, values: we are connected to the people of the past. It's not only interesting to understand that, it crucial! You know what they say about history: those who do not remember the past are condemned to repeat it!

**Faculty:** Patti Shanks

pshanks@ccis.edu

**GOALS:** Goals for the student in this class include being able to:

- Realize and evaluate the enterprise of art as a means of interpreting social, intellectual, and spiritual constructions of civilization and communication.
- To draw connections between ancient human creative behavior and that within our own time frame.

- Develop a vocabulary with which to discuss and write about art.
- Distinguish historical stylistic phases of the Western visual world through the Gothic era.

### CLASS STRUCTURE/REQUIRED WORK:

- The class will consist of powerpoint lectures, films & videos, in class exercises and discussions.
- On D2L, I will provide a **LECTURE OUTLINE** to each lecture so that you have an organized outline of new information. Many find it handy to print off and bring to class for note taking. This will also be helpful in prepping for exams.
- I always post a Powerpoint EXAM REVIEW on D2L in the weeks before the test, and I will usually do an exam review in the class prior to our test day. Being absent on this day is not advised!
- For CALENDAR of weekly events, see D2L. It's the first thing Item I list in each Week's work.
- There will also be in class compare & contrast activities (3 – 5 depending on how many we get to) presented by students working alone or in groups. The information gleaned during these activities will be important for succeeding on exams. Participation in these are required: they are graded (worth points).
- Object Description paper.
- There will be 4 exams. Points vary with Exam 4 containing the most points. This way, your semester's knowledge can be fully accessed for success at the end!
- the study notecards executed in class will be turned in at the end of the semester and you will receive either full or partial credit for completing these.
- We will likely have time for at least one architectural walkabout in Columbia as well as long as the weather cooperates and the darkness holds off for a while. Attendance & participation in these walkabouts will be assigned points.

**ADDITIONAL MATERIALS FOR THIS CLASS:** (we'll talk about this on first night) •a package (or 2??) of 3x5 inch blank cards.

- pencils to use (colored pencils optional!)


**YOUR ROLE AS A STUDENT & a word about technology:** As a college student, you have the responsibility to be present and accounted for: be on time. Please engage. Laptops are allowed for note taking, not game playing. **TURN OFF YOUR PHONES. NO CELL PHONES ARE ALLOWED IN USE DURING LECTURES.** Use them during breaks.

This class will be a place for sharing ideas and voicing opinions. Intelligent argument, and polite disagreement is welcome. It is important each student is respectful of everyone's individual point of view and desire to learn while attending class.

Being a patient and self-motivated student will allow you to get the most out of this course. It is up to you to stay on top of what, when, and in what format assignments are due. Be sure and check your email and the Announcement section of D2L for messages from me. **NOT SEEING AN EMAIL OR ANNOUNCEMENT is not an acceptable excuse for failure to complete homework, make a test, or appear at our Walkabout!**

### Textbooks

As part of Truition<sup>SM</sup>, students will receive their course materials automatically as described below.

 Ed. Davies, Hofrichter, Jacobs, Roberts, & Simon. (2014). *Janson's Basic History of Western Art* (9th). Pearson. eText

### Bookstore Information

Visit <https://www.ccis.edu/bookstore.aspx> for details.

#### eText Information

If a course uses an eText, (see textbook information above) the book will be available directly in Desire2Learn (D2L) seven days before the session begins, if registered for courses prior to that date. Upon first login to VitalSource, students should use their CougarMail email address; alternate email addresses cannot be used. More information about how to use the VitalSource platform, including offline access to eTexts, can be found in D2L.

## Physical Course Materials Information

Students enrolled in courses that require physical materials will receive these materials automatically at the shipping address on file with Columbia College. Delivery date of physical materials is dependent on registration date and shipping location. Please refer to confirmation emails sent from Columbia College for more details on shipping status.

**Returns:** Students who drop a class are responsible for returning any physical course materials that were shipped. To initiate a return, visit [Ingram Returns](#) to generate a pre-paid return label. Materials from dropped courses must be returned within 30-days of receipt. **Failure to return physical items from a dropped course will result in a charge to the student account for all unreturned items.**

**Note:** Students who opt-out of having their books provided as part of [Tuition<sup>SM</sup>](#) are responsible for purchasing their own course materials.

## ↓ Technology Requirements

### THIS IS A TECHNOLOGY-ENRICHED COURSE WHICH COMBINES IN-SEAT INSTRUCTION WITH ONLINE LEARNING.

Participation in this course will require the basic technology for all classes at Columbia College:

- A computer with reliable internet access
- A web browser
- Acrobat Reader
- Microsoft Office or another word processor such as Open Office

For more information, see [technical requirements](#).

## 🔗 Course Learning Outcomes

• Identify key monuments from each cultural period. • Identify the stylistic characteristics from each period. • Describe and explain the meaning of the artifacts from each period. • Trace stylistic development within each given culture.

## ✓ Course Objectives

• To explore the artistic styles from the Ancient World through the Middle Ages. • To investigate the meanings of the art works encompassed by these periods. • To distinguish one style from another and to discern implied meanings, given the context of a particular civilization. • To trace the stylistic development within a given culture.

## 🎓 Grading

### Grading Scale

Grade	Points	Percent
A	900 - 1000	90-100%
B	800 - 899	80-89%
C	700 - 799	70-79%
D	600 - 699	60-69%
F	0 - 599	0-59%

### Grade Weights

Assignment Category	Points	Percent
Online Learning Activity	150	15%
TESTS (4)	700	70%
WALKABOUT	20	2%
Compare & Contrast in class activities	75	8%
Description paper	30	3%

STUDY CARDS	25	2%
<b>Total</b>	<b>1000</b>	<b>100%</b>

### Schedule of Due Dates

Week 1		
Assignment	Points	Due
Discussion 1	25	DUE SUNDAY OF WEEK 1
Description paper	30	DUE MONDAY OF WEEK 3
Week 2		
Assignment	Points	Due
Discussion 2	25	DUE SUNDAY OF WEEK 2
EXAM 1	175	IN CLASS, 2ND MEETING
Week 3		
Assignment	Points	Due
Discussion 3	25	DUE SUNDAY OF WEEK 3
In class Compare & Contrast #1	21	IN CLASS EXERCISE NO MAKE UP
Week 4		
Assignment	Points	Due
EXAM 2	175	IN CLASS, WEEK 4
In class Compare & Contrast #2	18	In class: no make up
Week 5		
Assignment	Points	Due
Discussion 4	25	DUE SUNDAY OF WEEK 5
In class Compare & Contrast #3	18	IN CLASS EXERCISE
ARCHITECTURE WALKABOUT	20	In class activity
Week 6		
Assignment	Points	Due
Discussion 5	25	DUE SUNDAY OF WEEK 6
EXAM 3	175	IN CLASS EXAM
Week 7		
Assignment	Points	Due
Discussion 6	25	DUE SUNDAY OF WEEK 7
In class Compare & Contrast #4	18	IN CLASS EXERCISE
Week 8		
Assignment	Points	Due
EXAM 4	175	IN CLASS
STUDY CARDS	25	TURN IN TODAY.
<b>Total Points: 1000</b>		

### Assignment Overview

Online Component Summary and Expectations

There are six online discussions for this class. Discussions are each worth 25 points. For each discussion, you must write one original, initial post worth 15 points. The initial post should be insightful and relevant to the question(s) asked, well organized and illustrated with specific examples, and complete by its deadline. You must also post two responses to your classmates' posts. These responses are worth 5 points each, for a total of 10 points.

Section instructor determines original post/response post due dates.

In addition to posting your own contribution to the discussion, I expected you to read the posts of your classmates and respond to at least two other student postings for full credit. Response posts to classmates should add more to the conversation. For instance, you could give examples discussed in class, add visual descriptions, share personal experience/current events that relate to the topic, or maybe include information learned in other classes that might correlate. (Posts should not simply be "I agree" or "good job.")

Both your initial and response posts must exhibit good writing skills and be relatively free of spelling and grammatical errors. Your posts need to be original, i.e. not simply an amalgamation of other classmates' posts. You are required to post your initial contribution before reading or replying to other posts.

If you refer to an outside source, such as website or article, you must include a full citation in MLA format at the end of your post. When referring to your assigned textbook, you may simply use an MLA in-text citation and direct quotes as necessary.

## Course Outline

Click on each week to view details about the activities scheduled for that week.

### Week 1: Week 1: October 21

#### Discussion 1

##### Discussion 1: Introduction/Archeology and Describing with Visual Elements

*(Objective: Practice describing visual elements and how historians use artifacts to learn about a culture.)*

Art historians often use different methodologies in how they reach their interpretations for the artwork's purpose. Often with ancient cultures, the creators of the artwork did not record their intentions; sometimes, the answer is simply lost through time. Art historians and archaeologist, however, will support their ideas by closely studying cultural/historical trends, visual evidence, documents, and historical context to discover more about the artwork and culture.

Choose 1 or 2 items that you own that would illustrate your lifestyle or interests; these are *your* artifacts. Imagine that a future archaeologist discovers these items. Provide visual descriptions and locations of these artifacts to provide context—but do not name the items! Next, review your classmate's descriptions to see if you can decipher the type of objects and their importance to the classmate. Share your findings or pose questions to your classmates about their artifacts.

#### Week 1 Calendar for CLASS

WEEK ONE: Monday, 21 October

- Course introduction
- Student/faculty introductions.
- Go over Syllabus & goals for this course.
- we'll talk about the eText, accessing it, and how to use it.
- LECTURE:** How to study art & art history. General ideas/terms when discussing art objects
- LECTURE:** Prehistoric 'art'
- How to describe objects (assign homework DESCRIPTION PAPER: see below)
- Exam review** for 1st Exam (which occurs during our next meeting, the 2nd meeting of this class)
- Learn how to and make study cards (be sure you have a pencil when you come to class, colored pencils if you're really motivated!) (I'll bring them for our first night).
- Practice quiz (to learn my test style)
- Go over **DESCRIPTION PAPER** homework (due Monday of 3rd week).

#### Description paper

See D2L for complete explanation of this homework.

## Week 2: October 28, 2019

### Discussion 2

#### Discussion 2: Descriptions/ Style Characteristics/ Comparisons

*(Objective: Investigate style characteristics, practice providing descriptions, and write comparative statements.)*

Cultures often use art to communicate ideas about religions, depict events like war, and demonstrate power. Some of the methods used are unique to a culture, but there are also trends that span across time and culture. Comparing artworks can reveal these methods and trends.

**Part 1:** Describe both the [Palette of Narmer](#) and [Bayeux Tapestry](#) using visual elements and terms discussed in class.

**Part 2:** Create 2 comparison statements that explore style characteristics and how these artworks communicate visually.

Respond to classmates by building off their descriptions/comparisons.

### Week 2 Calendar for CLASS

WEEK TWO:

•**EXAM 1** (at beginning of class) on Prehistoric art and General terms/concepts only.

•LECTURE: Ancient Near East

•LECTURE: Ancient Egypt

•We'll start looking closely at art objects and architecture; we'll work on the language we use to describe these remnants of the ancient past. And this will help you with the short description paper you have due next week.

**IMPORTANT: You'll need your blank 3x5 inch cards and pencils by today.**

•**DESCRIPTION PAPER:** due on WEDNESDAY of the 2nd week, in the dropbox by midnight; **see D2L for paper details.**

**EXAM 1**

## Week 3: November 4, 2019

### Discussion 3

#### Discussion 3: Repatriation & Burial Art

*(Objective: Explore trends in art. Practice articulating ideas by addressing topics regarding cultural heritage and repatriation.)*

In the past weeks, we have read about archaeologists and their unearthing of ancient cities and ancient burials. Worldwide, museums house these items for our educational benefit. These museums often gain pieces through donations or through outright purchase. Some institutions have displayed these possessions for centuries—centuries marked by colonialism, war, unfair trade, and outright exhibition, which led to the seizure (or “discovery”) of other cultures’ artwork.

Unsurprisingly, some cultures would like these ancient artworks back in their own countries. Debates surrounding cultural heritage and repatriation often center on how the museum in question acquired these items or how they display burial art.

**Step 1:** Consider and respond to the following questions: Should institutions return all artwork to its area of origin? Are there advantages for housing artwork in institutions outside of a culture or nation’s boundaries? Is there a way we could do both? Does it matter how the work was acquired (purchases, donated, via war, trade, gifted)? How should this inform the repatriation process?

**Step 2:** You have read about the Egyptians’ and other cultures’ views on preparing for the afterlife. First, reflect on the importance of these artifact/artworks. Do you think items found in tombs should be displayed? Should they remain in the tombs? Why? What are your ideas on this topic? Next, provide one to two examples of artworks used in burials discussed so far in class.

*(Please remember that everyone has different theologies and perspectives about the afterlife. Be respectful of other viewpoints and perspectives. Other concepts often come up but be sure to keep it related to the topic of art and history. This is a great way to hear different ideas on this topic, which is often debated in archaeology and art history.)*

### Week 3 Calendar

## WEEK THREE:

- LECTURE: The Aegean
  - LECTURE: Ancient Greece
  - Compare & Contrast: a how to.
  - Group exercise: compare & contrast (graded).
- (PLEASE DOWNLOAD & PRINT Powerpoint for this exercise)
- Work on study cards
  - EXAM 2 REVIEW
  - AND THIS WEEK: be sure to turn in your description paper on Monday.

### **In class Compare & Contrast #1**

This is in class group work. We'll break down into groups, where you will talk about comparisons that I assign to each group. Then we'll have a class discussion about these comparisons. It's a great way to figure out what's salient\* about artifacts.

\***salient** = art historians' way of saying 'important!' In other words, salient features determine *why* we should remember an object and how it can represent an entire stylistic period in history or prehistory.

## Week 4: November 11, 2019

### **Week 4 Calendar**

#### WEEK FOUR:

- EXAM #2**, at beginning of class.
- LECTURE: Ancient Etruscans
- LECTURE: Ancient Romans IF TIME (or next week)
- work on study cards
- In class activity: compare & contrast (group work) (SEE: Compare/contrast for Week 4 on D2L; PRINT & bring to class)

### **EXAM 2**

#### **In class Compare & Contrast #2**

This is in class group work. We'll break down into groups, where you will talk about comparisons that I assign to each group. Then we'll have a class discussion about these comparisons. It's a great way to figure out what's salient\* about artifacts.

## Week 5: November 18, 2019

### **Discussion 4**

#### **Discussion 4: Greek/Roman Architecture & Monuments**

*(Objective: Identify key monuments via descriptions and context by using supportive information. Students are given the opportunity to share which works they are interested in and making connections to practices today.*

Imagine that you are an ancient traveler. If you could visit any architecture or monument in Greek or Roman periods, which one would you choose? Why?

Next, describe the function of this building. How does it visually illustrate this? Use description and information to support your claim. How does this monument influence monuments/architecture today?

### **Week 5 Calendar:**

#### **WEEK FIVE:**

- WALKABOUT: weather permitting: I WILL VERIFY THIS IN AN ANNOUNCEMENT THAT DAY
- LECTURE: ROMANS!
- LECTURE: Early Christians
- Compare & Contrast #3 in class exercise for points. You can print off a copy of this (see D2L) & bring to class.

•WORK ON STUDY CARDS: bring your book, cards, pencils, Lecture Outlines

•Exam review, if time.

### **In class Compare & Contrast #3**

This is in class group work. We'll break down into groups, where you will talk about comparisons that I assign to each group. Then we'll have a class discussion about these comparisons. It's a great way to figure out what's salient about artifacts.

### **ARCHITECTURE WALKABOUT**

Weather permitting; you will have all the information you need on this activity in the weekend before this class meeting.

## **Week 6: November 25, 2019**

### **Discussion 5**

#### **Discussion 5: Visual Narrative: Symbols and Icons**

*(Objective: Describe and analyze how images are used [as well as shared or appropriated] to communicate ideas, stories, and beliefs as well as make connections to present day uses of art.*

Reading a painting is not much different from reading a sentence. Icons, visual elements, and symbols often have associations with an audience, communicating ideas and creating additional meaning to the artwork.

Identify and describe two symbols and icons used in the Middle Ages artworks. Explain how the artwork uses the symbol or icon to communicate visually the narrative or belief.

Next, share an example of a current day symbol that, as a society, we commonly use to communicate visually.

### **Week 6 Calendar:**

WEEK SIX:

- EXAM 3: Beginning of class
- LECTURE: Byzantine art
- LECTURE: Early Middle Ages
- Work on Compare & Contrast in class activity OR Study cards (we'll determine that after our lectures).

### **EXAM 3**

## **Week 7: December 2, 2019**

### **Discussion 6**

#### **Discussion 6: Religious Spaces**

*(Objective: Review architectural terms and investigate how different religious architectures are organized to create experiences or communicate ideas.)*

Identify and describe two architectural parts used in churches and mosques discussed in the text or class. How do these elements communicate religious ideas, provide spiritual enlightenment, or offer functionality in their religious practice?

Provide one Islamic example and one Christian example.

What do these religious buildings share that are similar or are different from the religious buildings discussed previously in the course?

### **Week 7 Calendar**

WEEK SEVEN:

- LECTURE: Romanesque
- LECTURE: Gothic art
- Exam review for 4th Exam
- Work on Study Cards for last test



•Practice quiz ?

•Compare & contrast exercise in class (group work) (would be a good idea to print this off & bring to class for note taking). This one will include: Visual compare & contrast between architectural footprints. **THERE WILL BE AN EMPHASIS ON ARCHITECTURE** for the 4th exam!

#### **In class Compare & Contrast #4**

Our last in class group Compare and Contrast exercise. TODAY is a good today to bring any questions about the curriculum that you have.

### **Week 8: December 9, 2019**

#### **Week 8 Calendar:**

#### **WEEK EIGHT:**

THIS IS THE LAST DAY OF CLASS

•EXAM 4

•Turn in study cards before you leave (remember, they're for credit)

#### **EXAM 4**

#### **STUDY CARDS**

Turn in your Study Cards. You need ALL of the cards you've made this semester.

### **+ Additional Resources**

Online databases are available at [library.ccis.edu](http://library.ccis.edu). You may access them using your CougarTrack login and password when prompted.

#### **Technical Support**

If you have problems accessing the course or posting your assignments, contact your instructor, the Columbia College Technology Solutions Center, or the D2L Helpdesk for assistance. If you have technical problems with the VitalSource eText reader, please contact VitalSource. Contact information is also available within the online course environment.

- Columbia College Technology Solutions Center: [CCHelpDesk@ccis.edu](mailto:CCHelpDesk@ccis.edu), 800-231-2391 ex. 4357
- D2L Helpdesk: [helpdesk@d2l.com](mailto:helpdesk@d2l.com), 877-325-7778
- VitalSource: [support@vitalsource.com](mailto:support@vitalsource.com), 1-855-200-4146

#### **Online Tutoring**

Smarthinking is a free online tutoring service available to all Columbia College students. Smarthinking provides real-time online tutoring and homework help for Math, English, and Writing. Smarthinking also provides access to live tutorials in writing and math, as well as a full range of study resources, including writing manuals, sample problems, and study skills manuals. You can access the service from wherever you have a connection to the Internet. I encourage you to take advantage of this free service provided by the college.

Access Smarthinking through CougarTrack at [Students -> Academics -> Resources](#).

### **! Columbia College Policies and Procedures**

The policies set forth in the [Policy Library](#) are the current official versions of College policies and supersede and replace any other existing or conflicting policies covering the same subject matter. For more information on policies applicable to students, see [Student Policies](#). For more information on policies applicable to the entire Columbia College community, see [College-Wide Policies](#).

Students are expected to read and abide by the College policies. Policies of particular interest to students include, but not limited to the following:

- Graduate Grading Policy
- Undergraduate Grading Policy
- Registration Policy and Procedures
- Withdrawal Policy
- Alcohol and Other Drugs Policy
- Family Educational Rights and Privacy Act (FERPA)

#### Additional Policies:

##### Academic Integrity and Plagiarism

Academic integrity is a cumulative process that begins with the first college learning opportunity. Students are responsible for knowing and abiding by the [Academic Integrity Policy and Procedures](#) and may not use ignorance of either as an excuse for academic misconduct. Additionally, all required papers may be submitted for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers may be included in the Turnitin.com reference database for the purpose of detecting plagiarism. This service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

##### Disability Resources

If you have a disability that requires an accommodation, please speak with the instructor and consult the [Student Accessibility Resources](#) office. Student Accessibility Resources staff will determine appropriate accommodations and will work with your instructor to make sure these are available to you. To find additional information, see our [ADA and Section 504 Policy for Students](#).

##### Notice of Non-Discrimination and Equal Opportunity:

The College has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of discrimination, harassment, or retaliation on the basis of protected status, can report their experiences to a College official. For more information, see our [Non-Discrimination and Equal Opportunity Policy and Complaint Resolution Procedure](#).

##### Title IX and Sexual Misconduct

The College is committed to addressing the issues of discrimination, harassment and sexual misconduct in the educational and workplace landscape and will continue to modify policies, procedures and prevention efforts as needed. For more information, see the College's [Title IX and Sexual Misconduct Policy](#).

#### Course Policies and Procedures:

##### Attendance Policy

Columbia College students are expected to attend all classes and laboratory periods for which they are enrolled.

For classes with an online component, attendance for a week includes submitting any assigned online activity. Assigned activities are scheduled prior to the course commencing. Assigned activity due dates are subject to change based on actual course progression and will be adjusted as necessary. Attendance for the week is based upon the date work is submitted. A class week is defined as the period of time between Monday and Sunday (except for week 8, when the work and the course will end at 11:59 PM Central Time on Saturday.) The course and system deadlines are based on the Central Time Zone.

Students are directly responsible to instructors for class attendance and work missed during an absence for any cause. If absences jeopardize progress in a course, the College reserves the right to drop or withdraw students from classes. For additional information, see the Administrative Withdrawal for Non-Attendance heading in the [Withdrawal Policy](#).

##### CougarMail

All students are provided a CougarMail account when they enroll in classes at Columbia College. You are responsible for monitoring email from that account for important messages from the College and from your instructor.

Students should use email for private messages to the instructor and other students. The class discussions are for public messages so the class members can each see what others have to say about any given topic and respond.

##### Late Assignment Policy

All classes rely on participation and a commitment to your instructor and your classmates to regularly engage in the reading, discussion and writing assignments. You must keep up with the schedule of reading and writing to successfully complete the class.

No late assignments will be accepted without the prior approval of the instructor.

Acceptance of a late assignment is at the discretion of the instructor.

Make-up examinations may be authorized for students who miss regularly-scheduled examinations due to circumstances beyond their control. Make-up examinations must be administered as soon as possible after the regularly scheduled examination period and must be administered in a controlled environment.

## Student Conduct

All Columbia College students, whether enrolled in a land-based or online course, are responsible for behaving in a manner consistent with Columbia College's **Student Conduct Code** and **Acceptable Computing Use Policy**. Students violating these policies or any other College policy will be referred to the office of Student Affairs and/or the office of Academic Affairs for possible disciplinary action. The Student Code of Conduct, the **Student Behavioral Misconduct Policy and Procedures**, and the Acceptable Computing Use Policy can be found in the Policy Library at [ccis.edu/policies](https://ccis.edu/policies). The adjunct faculty member maintains the right to manage a positive learning environment all students must adhere to the conventions of online etiquette when enrolled in a course with an online component.