

VSAR 380-2

California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST

• **AREA C1: Arts**

See GE Handbook for information on each section of this form

ABSTRACT

| | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Course Abbreviation and Number: VSAR 380 | Course Title: Design and Invention | |
| Number of Units: 3 | | |
| College or Program: <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____ | Desired term of implementation: <input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer Year: 2017 | Mode of Delivery: <input checked="" type="checkbox"/> face to face <input checked="" type="checkbox"/> hybrid <input checked="" type="checkbox"/> fully on-line |
| Course Proposer (please print): Lucy HG Solomon | Email: lsolomon@csusm.edu | Submission Date: 09/26/2016 |

1. Course Catalog Description:

Explores methods of creative development from concept to visual design. Emphasizes the imagination as a tool for invention with visual design as the conduit for both the development and articulation of new concepts. Incorporates studio-based hands-on development and a range of computer graphics technologies. Draws on historical and contemporary examples of invention with an emphasis on the interdisciplinary development of ideas. Explores ways in which design concepts can be realized through design thinking and project work. Includes design activities, research, design management and individual and group projects.

2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

| | |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> | Course description, course title and course number |
| <input checked="" type="checkbox"/> | Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences |
| <input checked="" type="checkbox"/> | Topics or subjects covered in the course |
| <input checked="" type="checkbox"/> | Registration conditions |
| <input checked="" type="checkbox"/> | Specifics relating to how assignments meet the writing requirement |
| <input checked="" type="checkbox"/> | Tentative course schedule including readings |
| <input checked="" type="checkbox"/> | Grading components including relative weight of assignments |

SIGNATURES

| | | | |
|--------------------------------------------------------------------------------------------------------|-------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| Course Proposer | 9/26/2016 Date | _____ Department Chair | _____ date |
| <i>Please note that the department will be required to report assessment data to the GEC annually.</i> | | | |
| | | Support Do not support* <input type="checkbox"/> <input type="checkbox"/> | Support Do not support* <input type="checkbox"/> <input type="checkbox"/> |
| _____ Library Faculty | _____ Date | _____ Impacted Discipline Chair | _____ Date |
| | | Support Do not Support* <input type="checkbox"/> <input type="checkbox"/> | Approve Do not Approve <input type="checkbox"/> <input type="checkbox"/> |
| _____ Impacted Discipline Chair | _____ Date | _____ GEC Chair | _____ Date |



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*** If the proposal is not supported, a memo describing the nature of the objection must be provided.**

Course Coordinator: Lucy HG Solomon Phone 760-750-8565 Email: lsolomon@csusm.edu

Part A: C1 Arts General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]

| Arts GELOs this course will address: | Course content that addresses each GELO. | How will these GELOs be assessed? |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| C1.1 Students will describe the ways in which art informs us of issues of diversity (such as race, class and gender) in a global, national or local context. | Lectures, discussions, and class activities will be designed to draw out students' responses to design from different historical, social, cultural and political contexts. The course will include assessment of design concepts taking into account the social and historical contexts. Inventions tell different societal stories, and design can be subjective, and this subjectivity in relation to race, class and gender is examined. Design movements that challenge accepted design norms of specific eras and social contexts are introduced. Examples include DIY design, which borrows from African American traditions of quilting and feminist insertion of craft in the design process. | Assignments include students' presentation of a case study of design and invention, requiring students to contextualizing an invention or design within the piece's many contexts (historical, social, cultural, political...). Assessment is based on students' successful analyses and the range of their contextual analysis. In these analyses, students will reflect on a work's nuanced role within society, taking into account the global social and class position of the object and addressing associated questions of access and exploitation. |
| C1.2: Students will apply theoretical and/or critical perspective to the study of art past and present. | The course will cover how design has developed over time in different cultural contexts. Inventions from a range of cultural contexts and periods in history will provide alternative timelines of the history of design. | Assessment is based on students' reflections on and articulation of the historical antecedents to the design concepts they develop. These reflections will take place in project statements accompanying students' midterm and final projects. |
| C1.3: Students will recognize and explain various artistic styles from diverse cultures and peoples. | The course introduces students to the different standards of design that originate in different historical cultures and can be traced as far back as ancient design practices, such as contrasting modes of representation in ancient Sumerian and ancient Egyptian societies. The history of design is rich and varies across cultures and contexts. | Assessment is based on the evaluation of students' analyses of design in which they discuss contrasting design practices and standards of representation across cultures. Through these assignments students demonstrate their ability to identify and describe an historical design prototype, taking into account the context for the invention. |
| C1.4: Students will use appropriate vocabulary to describe and analyze works of artistic expression within the historical context in which the work was created. | The concept design analysis required in this course is a written assignment with a workshop component. With an emphasis on writing, lectures introduce students to subject-specific vocabulary and content. | Students are assessed based on the clarity of their ideas and use of subject-specific terms within the concept design analysis. |
| C1.5: Articulate various theoretical | Design theory is layered into each | Assessment is based on a |

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| principles in their analysis of works in the arts and humanities. [Methods courses] | lecture, giving students a strong understanding of the evolution of the design principles underlining cultural and creative trends in the visual communication of design concepts. | presentation of and/or a written response to an article, reflecting the student's understanding of the theories and methods of design introduced. |
| C1.6: Use relevant research methods to analyze and interpret works in the arts and humanities. [Methods courses] | The course gives students the tools to examine design within multiple contexts through research and to interpret objects and visuals with those contexts in mind. | The concept design analysis assesses students' ability to research, analyze and interpret works of design. |
| C1.7: Students will create works of art that demonstrate facility with the key techniques of the art form in question. These courses will be taught face-to-face, rather than online. [Creative Activity Courses] | The course teaches a variety of tools and techniques for formulating and building design concepts. Students will create 2-D and 3-D design concepts. Students will learn to document the design process in multiple modes, from sketches to video documentation and online blogging. | This outcome is measured by students' concept designs and their design documentation in a variety of media and formats. |

Part B: General Education Learning Outcomes required of all GE courses related to course content:

| GE Outcomes required of <u>all</u> Courses | Course content that addresses each GE outcome? | How will these GELOs be assessed? |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will communicate effectively in writing to various audiences. (writing) | The course introduces students to methods of analysis used when writing about the development of design, including describing design works in relation to social, political, and cultural contexts. | This outcome is measured by assessment of students' concept design analyses. |
| Students will think critically and analytically about an issue, idea or problem. (critical thinking) | Thoughtful descriptions and critical questions are encouraged among students, who participate in a discussion forum where written responses are logged. | This outcome is measured by assessment of students' written assignments and design journal entries, for which they demonstrate critical thinking in their investigations into design. |
| Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.) | The course involves library research specific to students' concept design projects, where they identify an historical antecedent to their creative approach and discuss how their design process relates to and diverges from this history. | This outcome is measured by assessment of an assignment requiring students to cite both a primary design source (the design itself) and its interpretation in historical, art historical, social and political contexts. |

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Part C: GE Programmatic Goals: *The GE program aligns with CSUSM specific and LEAP Goals. All C1 courses must meet at least one of the LEAP Goals.*

| GE Programmatic Goals | Course addresses this LEAP Goal: |
|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LEAP 1: Knowledge of Human Cultures and the Physical and Natural World. | <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes |
| LEAP 2: Intellectual and Practical Skills | <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes |
| LEAP 3: Personal and Social Responsibility | <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes |
| LEAP 4: Integrative Learning | <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes |
| CSUSM Specific Programmatic Goals | Course content that addresses the following CSUSM goals. Please explain, if applicable. |
| CSUSM 1: Exposure to and critical thinking about issues of diversity. | <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): This course places design in its many contexts. Lectures address the socioeconomic, gender, cultural, and social perspectives presented in graphic representations and depicted by the designs themselves. |
| CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts. | <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): This course examines design in both local and global contexts. Design is neither one-dimensional nor specific to one place or people in time but instead has many multicultural threads and different off-shoots and developments. |

Part D: Course requirements to be met by the instructor.

| Course Requirements: | How will this requirement be met by the instructor? |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required in 3+ unit courses, | The writing requirement will be fulfilled by the following writing assignments: design journal (entries on on-line viewing and design development), reading assessment, concept design analysis, and article discussion. |
| Assessment of student learning will take a multitude of forms, including writing assignments, exams, discussion, and creative projects and performances. | Assessment of student learning for this course is measured by the students' concept design analyses, their design journals, creative class projects, and research assignments. Assessment and evaluation are ongoing and will entail revisions in the above. |