

Reedley College

Proposed Course Modification

Course # / Title Art 1 / Art Basics: 2/3 Dimensional Design

CHECK OFF SHEET

PRELIMINARY STEPS. Do before completing Course Modification Form.

(EACH BOX SHOULD BE CHECKED AS COMPLETED BEFORE SUBMISSION.)

1. Communicate with the Curriculum Chair regarding intent to modify an existing course outline (recommended, not required).
2. List term for implementation of modifications:
 Fall 2010 Spring _____ Summer _____

3. Check one:
Do not complete Fresno City College course alignment page if:
_____ No similar course or program at FCC.
 Course currently in common with FCC course or accepted in lieu of and changes will not affect status.

Complete Fresno City College course alignment page if:
_____ Course currently in common with FCC course or accepted in lieu of. Changes may affect status. Consult with counterparts at FCC and complete alignment page
_____ Course not in common or accepted in lieu of but may be with proposed changes consult with FCC counterparts

4. Changes sought in the following:
- | | | |
|-----------------------------|-----------|-------------|
| CSU General Education Code | Yes _____ | No <u>X</u> |
| Transfer Baccalaureate List | Yes _____ | No <u>X</u> |

If yes to either, schedule an appointment with the Articulation Officer

5. Changes sought in number of repeats for credit:
- _____ Yes
 No

If yes, secure a **Course Repetition** form from the Curriculum Office.

PROPOSED COURSE MODIFICATION FORM

- Appropriate sections of Course Outline of Record completed.

FINAL steps (Do after completing Course Outline of Record)

1. Signature Form. Secure signatures of the Department Chair and the Associate Dean before submitting the completed course proposal to the Curriculum Office.
2. Program Description. Course modification will change an existing program which is or will be described in the college catalogue.
- _____ Yes No

If yes, complete **Program Description Form** before submitting modification.

3. Final Check. All items above have been completed and checked off before modification is submitted.

**Reedley College
PROPOSED COURSE MODIFICATION**

All changes and modifications in the official course outline must come to the Curriculum Committee. Though minor changes may seem obvious, even these need to come to committee for information and to update the official curriculum. Changes in programs or in several department offerings should be submitted together if possible so that the whole picture is clear.

OUTLINE. Please fill in current existing course number, title, and units for course to be modified.

Department Art Course No. 1
 Course Title Art Basics: 2/3 Dimensional Design Units 3.0
 Effective Date Fall 2010

**A. PROPOSED CHANGES.
(Indicate below all proposed changes to be made in the course outline.)**

I. Cover Page

- | | |
|--|---|
| <input type="checkbox"/> 1. Course ID | <input type="checkbox"/> 8. Classification (Degree applicable, Non-degree applicable, or Pre-collegiate Basic skills) |
| <input type="checkbox"/> 2. Course Title | <input type="checkbox"/> 9. General Education Pattern, Graduation Requirement, and Major Category |
| <input type="checkbox"/> 3. Units | <input type="checkbox"/> 10. General Education Pattern/Baccalaureate (CSU) |
| <input type="checkbox"/> 4. Lecture/Lab Hours | <input type="checkbox"/> 11. Repeatability |
| <input type="checkbox"/> 5. Grading Basis | <input type="checkbox"/> 12. Catalog Description |
| <input type="checkbox"/> 6. Entrance Skills: Basic Skills Prerequisites/Advisories | |
| <input type="checkbox"/> 7. Subject Prerequisites/Corequisites/Advisories | |

Other pages

- | | |
|---|---|
| <input checked="" type="checkbox"/> II. Course Outcomes | <input type="checkbox"/> VI. Methods of Grading |
| <input type="checkbox"/> III. Course Objectives | <input type="checkbox"/> VII. Levels of Educational Materials |
| <input type="checkbox"/> IV. Course Content Outline | Additional Pages (optional depending on course) |
| <input type="checkbox"/> V. Approved Readings | <input type="checkbox"/> Request for Repeatability/Limitation on Enrollment |

B. DESCRIPTION OF CHANGES AND MODIFICATIONS.

| ITEM NO. | CHANGED FROM | CHANGED TO | REASON |
|----------|--|---------------|---|
| II. | (see outline, changes are highlighted) | (see outline) | Consolidation of Student Learning Outcomes. |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

(Additional sheets may be attached if necessary.)

C. EXPLANATIONS. If course modification results in changes in the program which will require use of the program description form, please give rationale.

Please attach the complete outline before modifications to this form. If only the first page of the outline is being modified, also attach the new first page. If other pages of the outline are being modified, please attach the complete new outline.

Reedley College

SIGNATURE FORM

Submission/Recommendation/Action

Course Department and Number: Art 1

Course Title: Art Basics: 2/3 Dimensional Design

Effective Date: Fall 2010

1. Submitted By: Steve Norton Date: 02/09/10

2. Reviewed by Department: _____ Date: _____
Department Chair's Signature
Attach department recommendation. (optional)

3. Received/Reviewed by Dean of Instruction: _____ Date: _____
Dean's Signature

4. Approved by Curriculum Committee on: _____
Date

Curriculum Committee Chair Date

Vice President of Instruction Date

5. Reviewed by Articulation Officer: _____ Date: _____

CSU GE Code submitted for articulation: _____



CREDIT COURSE OUTLINE

I. COVER PAGE

(1)
Course ID: Art 1

(2)
Course Title: Art Basics: 2/3 Dimensional Design

(3)
Units: 3

| | | | | | | | | | | | | | |
|--|---|-------------------|---------------------|---------------------------|--------------------|----------------------------|---|--------------------|---|------------------------|--|------------------------------|--|
| <p>(4) Lecture / Lab Hours:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; text-align: right;">Total Course Hours</td> <td style="width: 30%; text-align: right;">Total Lec hours:</td> <td style="width: 40%; text-align: center; border: 1px solid black;">36</td> </tr> <tr> <td></td> <td style="text-align: right;">Total Lab hours:</td> <td style="text-align: center; border: 1px solid black;">72</td> </tr> </table> <p>Lec will generate _____ hour(s) outside work Lab will generate _____ hour(s) outside work.</p> | Total Course Hours | Total Lec hours: | 36 | | Total Lab hours: | 72 | <p>(8) Classification:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Degree applicable:</td> <td style="width: 30%; text-align: center;">x</td> </tr> <tr> <td>Non-degree applicable:</td> <td></td> </tr> <tr> <td>Pre-collegiate basic skills:</td> <td></td> </tr> </table> | Degree applicable: | x | Non-degree applicable: | | Pre-collegiate basic skills: | |
| Total Course Hours | Total Lec hours: | 36 | | | | | | | | | | | |
| | Total Lab hours: | 72 | | | | | | | | | | | |
| Degree applicable: | x | | | | | | | | | | | | |
| Non-degree applicable: | | | | | | | | | | | | | |
| Pre-collegiate basic skills: | | | | | | | | | | | | | |
| <p>(5) Grading Basis:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Grading scale only</td> <td></td> </tr> <tr> <td>Pass/No Pass option</td> <td style="text-align: center;">x</td> </tr> <tr> <td>Pass/No Pass only</td> <td></td> </tr> </table> | Grading scale only | | Pass/No Pass option | x | Pass/No Pass only | | <p>(9) RC Fulfills AS/AA degree requirement: (area)</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;"></td> <td style="width: 30%; text-align: center;">C</td> </tr> </table> <p>General education category:</p> <p style="text-align: center;">Major: _____ Art, Fine Arts</p> | | C | | | | |
| Grading scale only | | | | | | | | | | | | | |
| Pass/No Pass option | x | | | | | | | | | | | | |
| Pass/No Pass only | | | | | | | | | | | | | |
| | C | | | | | | | | | | | | |
| <p>(6) Basic Skills Prerequisites:</p> | <p>(10) CSU: Baccalaureate:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;"></td> <td style="width: 30%; text-align: center;">x</td> </tr> </table> <p>(11) Repeatable: (A course may be repeated three times)</p> | | x | | | | | | | | | | |
| | x | | | | | | | | | | | | |
| <p>Basic Skills Advisories: Eligibility for English 125 and 126.</p> | <p style="text-align: center;">For Office Use Only</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">New</td> <td style="width: 10%;"></td> <td style="width: 10%;">Mod</td> <td style="width: 10%;">Catalog descr.</td> <td style="width: 60%;">Effective Date: Fall 2009</td> </tr> </table> | New | | Mod | Catalog descr. | Effective Date: Fall 2009 | | | | | | | |
| New | | Mod | Catalog descr. | Effective Date: Fall 2009 | | | | | | | | | |
| <p>(7) Subject Prerequisites (requires C grade or better):</p> | <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">SAM Priority: E</td> <td style="width: 30%;">DATATEL ID: 3924</td> </tr> <tr> <td>Unit Code: 294010</td> <td>TOPS Code: 1002.00</td> </tr> <tr> <td>Reporting ID: CCC000310155</td> <td>Date Reporting ID Assigned: 20070910</td> </tr> </table> | SAM Priority: E | DATATEL ID: 3924 | Unit Code: 294010 | TOPS Code: 1002.00 | Reporting ID: CCC000310155 | Date Reporting ID Assigned: 20070910 | | | | | | |
| SAM Priority: E | DATATEL ID: 3924 | | | | | | | | | | | | |
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| Reporting ID: CCC000310155 | Date Reporting ID Assigned: 20070910 | | | | | | | | | | | | |
| <p>Subject Corequisites:</p> | <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Program Status: 1</td> <td style="width: 30%;">Course LHE: 5.00</td> </tr> </table> | Program Status: 1 | Course LHE: 5.00 | | | | | | | | | | |
| Program Status: 1 | Course LHE: 5.00 | | | | | | | | | | | | |
| <p>Subject Advisories:</p> | <p>Replaced by: Date:</p> | | | | | | | | | | | | |
| <p>(12) Catalog Description:</p> <p>Students will develop working knowledge of the elements and principles of design through lecture and production. Application of concepts will be coupled with exploration of the history of design from the Arts and Crafts movement through contemporary design. Course teaches both 2 dimensional and 3 dimensional design concepts and production.</p> | | | | | | | | | | | | | |

II. COURSE OUTCOMES:

(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)

Upon completion of this course, students will be able to:

- A. Analyze Design media within a cultural and /or historical context.
- B. Create a body of work demonstrating a basic level proficiency in 2/3-dimensional design media (drawing, painting, mixed-media, and sculpture) while addressing issues of form and content.
- C. Critique art works.

III. COURSE OBJECTIVES:

(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)

In the process of completing this course, students will:

1. use the multicultural history of Design and its evolution since the Arts and Crafts movement to evaluate historical context.
2. understand the contextual influences of design.
3. apply elements and principles of design (theory and studio application) to understand art objects.
4. utilize the process of design and creative problem solving to understand the process of creation.
5. articulate objective analysis of visual form and subjective analysis of content.
6. understand the basic techniques used to create a variety of work in two and three-dimensional media (drawing, painting, sculpting) as well as design in fine art, commercial art, and public settings.

IV. COURSE CONTENT OUTLINE

Lecture and lab content is covered in the following topics

- A. Design History
 - 1. The Industrial Revolution
 - 2. The Victorian Era
 - 3. The Arts and Crafts Movement
 - a. England
 - b. America
 - 4. Art Noveau
 - 5. Modernism
 - a. Macintosh and the Glasgow School of Art
 - b. Bauhuas
 - c. Frank Lloyd Wright
 - d. Russion Constructivism
 - e. The Netherlands: DeStijl
 - f. International Style
 - 6. Art Deco (Multicultural)
 - 7. Streamlined (Multicultural)
 - 8. 1950s (Multicultural)
 - a. Consumerism
 - b. Mass Media
 - c. Pop
 - 9. 1960s (Multicultural) Minimalism
 - a. Danish Modern
 - b. Neo-functionalism
 - c. Ergonomics
 - 10. 1970s (Multicultural)
 - a. Experimentation
 - b. Anti-Design
 - c. Radical
 - 11. 1980s (Multicultural)
 - a. Post-Modern
 - 12. 1990s-Present (Multicultural)
 - a. Design and Technology
 - b. Design and Industry, Marketing
 - c. Information Design
 - d. Service Design
 - e. Environmental
 - 13. Future Design
 - a. Global
 - b. Regional
 - c. Personal
- B. The Elements of Design (Theory and Studio Application)
 - 1. Line
 - 2. Shape
 - 3. Form
 - 4. Color
 - 5. Value
 - 6. Texture
 - 7. Time/Motion
 - 8. Space
- C. The Principles of Design (Theory and Studio Application)
 - 1. Unity/Variety
 - 2. Balance
 - 3. Emphasis
 - 4. Rhythm
 - 5. Pattern
 - 6. Directional Forces
 - 7. Scale/Proportion

D. Art Media Basics

1. Drawing (Materials and Techniques)
2. Painting (Materials and Techniques)
3. Sculpture (Materials and Techniques)

V. APPROPRIATE READINGS

Reading assignments may include but are not limited to the following:

A. Sample Text Title:

Introduction to Design, 2/E

Pipes and LKP ©2009

ISBN-13: 978-0132085113

Design Manual, A, 4/E

Shirley J. Brainard

ISBN-13978-0131931558

Publisher: Prentice Hall ©2006

B. Other Readings:

| | |
|---|---|
| x | Global or international materials or concepts are appropriately included in this course |
| x | Multicultural materials and concepts are appropriately included in this course. |

If either line is checked, write a paragraph indicating specifically how global/international and/or multicultural materials and concepts relate to content outline and/or readings.

Art and Design from many geographical locations and cultures are studied in Design history. Multicultural examples of art are visual examples of the elements and principles of design.

VI. METHODS TO MEASURE STUDENT ACHIEVEMENT AND DETERMINE GRADES:

Students in this course will be graded in at least one of the following four categories. Please check those appropriate. A degree applicable course must have a minimum of one response in category A, B or C.

| A. Writing | | | |
|----------------------------------|--|--|---------------------|
| <i>Check either 1 or 2 below</i> | | | |
| | 1. Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided. | | |
| x | 2. Substantial writing assignments are NOT required. If this box is checked leave this section blank. For degree applicable courses you must complete category B and/or C. | | |
| | a. essay exam(s) | | d. written homework |
| | b. term or other papers(s) | | e. reading reports |
| | c. laboratory reports | | f. other (specify) |

Required assignments may include but are not limited to the following:

| B. Problem Solving | | | |
|--|----------------------|---|---|
| 1. Computational or non-computational problem-solving demonstrations, including: | | | |
| x | a. exam(s) | | d. laboratory reports |
| X | b. quizzes | | e. field work |
| X | c. homework problems | x | f. other (specify) assigned projects |

Required assignments may include, but are not limited to the following:

1. Quizzes and exams covering course content and vocabulary
 2. Assigned reading
 3. Fine art gallery or museum visit
 4. Written research report
- Assigned projects:
- a. Line, shape and value: creating visual rhythm
 - b. Implied time: mixed-media collage
 - c. Color: mixing and matching
 - d. Using color schemes: creating emphasis
 - e. Real and implied texture: radial/asymmetrical balance
 - f. Sculpture: assemblage
 - g. Sculpture: additive/subtractive
 - h. Art/Design based upon a historical style/period

Exam question sample- Which Principle of design is used to create cohesiveness within a work?

Quiz sample question- What type of line would give a design a sense of dynamic energy?

Homework problem- Please design a logo that utilizes the element of shape that would be appropriate for a children's clothing companies?

See examples of Projects above.

| | | | |
|--|-------------------------|---|------------------------------------|
| C. Skill demonstrations, including: | | | |
| x | a. class performance(s) | | c. performance exam(s) |
| | b. field work | x | d. other (specify) projects |

Required assignments may include, but are not limited to the following:

1. Drawing
2. Painting
3. Collage/Mixed-media
4. Sculpting

Class Performance would include completion of projects within the areas above. Projects would also cover the areas above.

| | | | |
|--|--------------------|---|----------------------------------|
| D. Objective examinations, including: | | | |
| x | a. multiple choice | | d. completion |
| x | b. true/false | x | e. other (specify) Oral Critique |
| x | c. matching items | | |

COURSE GRADE DETERMINATION:

Description/Explanation: Based on the categories checked in A-D, it is the recommendation of the department that the instructor's grading methods fall within the following departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor. The instructor's syllabus must reflect the criteria by which the student's grade has been determined. (A minimum of five (5) grades must be recorded on the final roster.)

If several methods to measure student achievement are used, indicate here the approximate weight or percentage each has in determining student final grades.

Design Projects and classroom participation 50% - 90%
 Written assignments/exams/paper 10% - 50%

FOR DEGREE APPLICABLE COURSES

Course ID: Art 1

Course Title: Art Basics: 2/3 Dimensional Design

VII. EDUCATIONAL MATERIALS

For degree applicable courses, the adopted texts, as listed in the college bookstore, or instructor-prepared materials have been certified to contain college-level materials.

| Validation Language Level (check where applicable): | College-Level Criteria Met | |
|---|----------------------------|----|
| | Yes | No |
| Textbook | x | |
| Reference materials | x | |
| Instructor-prepared materials | x | |
| Audio-visual materials | x | |

Indicate method of evaluation:

| | |
|--|---|
| Used readability formulae (grade level 10 or higher) | |
| Text is used in a college-level course | x |
| Used grading provided by publisher | |
| Other: (please explain; relate to Skills Levels) | |

| | | |
|--|---|---|
| Computation Level (Eligible for MATH 101 level or higher where applicable) | | x |
| Content | | |
| Breadth of ideas covered clearly meets college-level learning objectives of this course | x | |
| Presentation of content and/or exercises/projects: | | |
| Requires a variety of problem-solving strategies including inductive and deductive reasoning. | x | |
| Requires independent thought and study | x | |
| Applies transferring knowledge and skills appropriately and efficiently to new situations or problems. | x | |
| List of Reading/Educational Materials <u>Introduction to Design, 2/E</u> Pipes and LKP ©2009 ISBN-13: 978-0132085113 <u>Design Manual, A, 4/E</u> Shirley J. Brainard ISBN-13978-0131931558 Publisher: Prentice Hall ©2006 | | |
| Comments: | | |
| | This course requires special or additional library materials (list attached). | |
| x | This course requires special facilities: Fine art studio | |

TARGET COURSE ART 1
Number

Art Basics: 2/3 Dimensional Design
Title

BASIC SKILLS ADVISORIES PAGE The skills listed are those needed for eligibility for English 125, 126, and Math 101. These skills are listed as the outcomes from English 252, 262, and Math 250. In the right hand column, list at least three major basic skills needed at the beginning of the target course and check off the corresponding basic skills listed at the left.

| | |
|---|--|
| <p>Math Skills (eligibility for Math 101) (as outcomes for Math 250)</p> <p>_____ Performing the four arithmetic operations on whole numbers, arithmetic fractions, and decimal fractions.</p> <p>_____ Making the conversions from arithmetic fractions to decimal fractions, from decimal fractions to percents, and then reversing the process.</p> <p>_____ Applying the concepts listed above to proportions, percents, simple interest, markup and discount.</p> <p>_____ Applying the operations of integers in solving simple equations.</p> <p>_____ Converting between the metric and English measurement systems</p> | |
| <p><u>Reading Skills</u> (eligibility for English 126) (as outcomes for English 262)</p> <p>_____ Using phonetic, structural, contextual, and dictionary skills to attack and understand words.</p> <p>_____ Applying word analysis skills to reading in context.</p> <p><u>x</u> Using adequate basic functional vocabulary skills.</p> <p><u>x</u> Using textbook study skills and outlining skills.</p> <p><u>x</u> Using a full range of literal comprehension skills and basic analytical skills such as predicting, inferring, concluding, and evaluating.</p> | <ol style="list-style-type: none"> 1. Ability to read the material in college level reference materials. 2. Ability to understand technical terms and their use. 3. Ability to interpret written instructions. |
| <p><u>Writing Skills</u> (eligibility for English 125) (as outcomes for English 252)</p> <p><u>x</u> Writing complete English sentences and avoiding errors most of the time.</p> <p><u>x</u> Using the conventions of English writing: capitalization, punctuation, spelling, etc.</p> <p>_____ Using verbs correctly in present, past, future, and present perfect tenses, and using the correct forms of common irregular verbs.</p> <p>_____ Expanding and developing basic sentence structure with appropriate modification.</p> <p>_____ Combining sentences using coordination, subordination, and phrases.</p> <p><u>x</u> Expressing the writer's ideas in short personal papers utilizing the writing process in their development.</p> | <ol style="list-style-type: none"> 1. Ability to write college level reports. 2. Ability to express in writing information learned from lecture, research, and critiques. 3. Ability to use correct sentence structure and punctuation. |

Check the appropriate spaces.

- _____ Eligibility for Math 101 is **advisory** for the target course.
- x Eligibility for English 126 is **advisory** for the target course.
- x Eligibility for English 125 is **advisory** for the target course.

If the reviewers determine that an advisory or advisories in Basic Skills are all that are necessary for success in the target course, stop here, provide the required signatures, and forward this form to the department chair, the appropriate associate dean, and the curriculum committee.

Content review completed by _____ Date _____