Reedley College
Proposed Course Modification

Course # / Title   **Art 30A / Illustrator: Beginning Computer Drawing and 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:

    x Fall   2010   ☐ Spring   ☐ Summer

☐ 3. Check one:

Do not complete Fresno City College course alignment page if:

    _____ No similar course or program at FCC.

    x Course currently in common with FCC course or accepted <u>in lieu of</u> and changes <u>will not</u> affect status.

Complete Fresno City College course alignment page if:

    _____ Course currently in common with FCC course or accepted <u>in lieu of</u>. Changes <u>may</u> 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 _____
Transfer Baccalaureate List	Yes _____	No _____

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

☐ 5. Changes sought in number of repeats for credit:

    _____ Yes

    x 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. <u>Signature Form</u>. Secure signatures of the Department Chair and the Associate Dean before submitting the completed course proposal to the Curriculum Office.

☐ 2. <u>Program Description</u>. Course modification will change an existing program which is or will be described in the college catalogue.

    _____ Yes   x   No

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

☐ 3. <u>Final Check</u>. All items above have been completed and checked off before modification is submitted.

Reedley College
PROPOSED COURSE MODIFICATION

<u>All</u> 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.   30A

Course Title   Illustrator: Beginning Computer Drawing and 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

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

Other pages

x II. Course Outcomes	VI. Methods of Grading
III. Course Objectives	VII. Levels of Educational Materials
IV. Course Content Outline	**Additional Pages (optional depending on course)**
x V. Approved Readings	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.
V	(see outline, changes are highlighted)	(see outline)	Updating of Approved Readings.

(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, <u>also attach the new first page</u>. 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 30A

Course Title: Illustrator: Beginning Computer Drawing and Design

Effective Date: Fall 2010

1. **Submitted By:** Kirtley King   **Date:**   01/29/10

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:

Reedley College

CREDIT COURSE OUTLINE

I. COVER PAGE

(1) Course ID: ART 30A	(2) Course Title: Illustrator: Beginning Computer Drawing and Design	(3) Units: 3.0

(4) Lecture / Lab Hours:			(8) Classification:		
Total Course Hours	Total Lec hours:	36			
	Total Lab hours:	72		Degree applicable:	X
Lec will generate _____ hour(s) outside work				Non-degree applicable:	
Lab will generate _____ hour(s) outside work.				Pre-collegiate basic skills:	
			(9) RC	Fulfills AS/AA degree requirement: (area)	
(5) Grading Basis:	Grading scale only			General education category:	
	Pass/No Pass option	X		Major:	ART
	Pass/No Pass only				
(6) Basic Skills Prerequisites:			(10) CSU:	Baccalaureate:	X
			(11) Repeatable: (A course may be repeated three times)		3
Basic Skills Advisories: Eligibility for English 125 and 126.			For Office Use Only		
			New	Mod	texts	Effective Date: Fall 2009
(7) Subject Prerequisites (requires C grade or better):			SAM Priority: E	DATATEL ID: 3932
			Unit Code: 294010	TOPS Code: 1030.00
			Reporting ID: CCC000190830	Date Reporting ID Assigned: 20070910
Subject Corequisites:			Program Status: 1	Course LHE: 5.00
Subject Advisories:			Replaced by: Date:	

(12) Catalog Description:

This course will allow students to build skills in beginning computer drawing. Projects will emphasize issues of content and form in a digital drawing workflow. Students will be challenged to carry out design projects in a fine art, as well as, commercial environment.

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.   Create a portfolio of artwork demonstrating a beginning level proficiency in Illustrator, while addressing issues of form and content.
B.   Demonstrates beginning level comprehension of the visual vocabulary of art and design, within a production context.
C.   Critique works of art.

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:

A. Gain an understanding of the relationship between traditional, historical drawing media/methods and digital drawing on the computer as a means of communication.

B. Understand the design process and develop knowledge and skill in the application of the visual elements and principles of design.

C. Understand how letterforms and typography have evolved historically and apply, manage, and use fonts on the computer for both web and print.

D. Create digital drawings with and without historical references, combining image and metaphor.

E. Create digital drawings for personal expression and commercial illustration.

F. Develop a working knowledge of digital drawing software, which includes using: tools, palettes, menus, shapes, paths, layers, color, gradients, importing and exporting, scanning and printing, integrating rastor and vector images, and basic computer concepts.

G. Critique digital imagery using a vocabulary, which addresses form and content.

H. Understand how to use the Internet to research contemporary and historical art images.

IV. COURSE CONTENT OUTLINE:

A. Chronological, art historical overview of drawing from traditional to digital media
　　1. Traditional drawing media (past to present)
　　2. Digital drawing media (evolution and technologies)
　　3. Historical themes and function
B. Drawing as communication
　　1. Graphic signs and symbols
　　2. Media, form, and content
　　3. Multimedia
C. Addressing Issues of Form (Visual Elements and Principles of Design)
　　1. Line
　　2. Shape
　　3. Value
　　4. Color
　　5. Texture
　　6. Space
　　7. Time/Motion
　　8. Unity
　　9. Variety
　　10. Emphasis
　　11. Scale/Proportion
　　12. Balance
　　13. Rhythm
D. Design Process
　　1. Problem analysis
　　2. Research
　　3. Thinking/Planning
　　4. Creating
　　5. Looking
　　6. Doing
E. Drawing Letter Forms
　　1. Brief history of typography
　　2. Typography vocabulary/type styles
　　3. Fonts and font management
　　4. Fonts and media (for print and the web)
F. Creation of digital drawing projects are based on, but not limited to the following:
　　1. Creating content with image and metaphor
　　2. Drawing as personal expression
　　3. Commercial illustration (for print and the web)
　　4. The elements and principles of design
G. Basics of Digital Drawing Software
　　1. Tools
　　2. Palettes
　　3. Menus
　　4. Shapes
　　5. Paths
　　6. Layers
　　7. Color
　　8. Gradients
　　9. Importing and exporting
　　10. Scanning and printing
　　11. Integrating raster and vector images
H. Class Critique of Projects
　　1. Form
　　2. Content
I. Introduction to Computer Concepts
　　1. Navigating system software
　　2. File formats and file management
　　3. Output
　　4. Copyright issues
J. Internet Experience
　　1. Exploration of art worldwide
　　2. Creating an image based on Internet research

V. APPROPRIATE READINGS

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

1. Adobe Illustrator CS4 Classroom in a Book
Adobe Creative Team (Author) ISBN-10: 0321573781
Pap/Cdr edition (November 22, 2008)
2. Adobe Creative Suite 4 Design Premium Student Edition
Pap/Cdr edition (January 2, 2009)
ISBN-10: 0321573919

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.

Multicultural Art & Design of the twentieth century to the present will be researched and studied in this course. This includes art from many cultural regions of the world including, but not limited to: the Americas, Europe, Asia, Africa, and Oceania, etc. Students integrate the styles, motifs, themes, and processes of art & design from many cultures into their class projects.

Course ID: ART 30A		Course Title: Illustrator: Beginning Computer Drawing and 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				
	Check either 1 or 2 below			
X	*1.*	*Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.*		
	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.*		
X	a. essay exam(s)			d. written homework
X	b. term or other papers(s)	X		e. reading reports
X	c. laboratory reports	X		f. other (specify) **written critiques**

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

1. Research report
2. Reading report
3. Written critiques

Sample Question: Research and prepare a Powerpoint presentation on an illustrator or graphic designer of your choice.

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) **art projects, subjective analysis of artwork**

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

1. Each student is required to analyze art in terms of form (visual elements, principles of design) and content.

Sample exam or quiz questions:
   1. Illustrator is an object-oriented program and, therefore, produces vector-based images. (**True** or False).
   2. _____ is the use of typography to create an identifying mark. (**A Logotype**).

C. Skill demonstrations, including:

X	a. class performance(s)			c. performance exam(s)
X	b. field work		X	d. other (specify) **Computer exams**

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

1. Personal Logo Design: Using letterforms/creating graphic identity
2. Design & Production: Letterhead, stationary, envelopes
2. Combining shaped images with text: Text on paths
3. Digital Illustration: Gradient mesh
4. Digital Fine Art: Using symbols to create meaning
5. Commercial Application/Production: Design a Poster for an on-campus event.

Sample Skill Demonstration: Match the symbols from the toolbox with their appropriate function.

D. Objective examinations, including:

X	a. multiple choice			d. completion
X	b. true/false		X	e. other (specify) **Computer exams**
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.

Art projects   70%
Tutorials, exercises, written assignments   30%

FOR DEGREE APPLICABLE COURSES

Course ID: ART 30A		Course Title: Illustrator: Beginning Computer Drawing and 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
1. Adobe Illustrator CS4 Classroom in a Book
Adobe Creative Team (Author) ISBN-10: 0321573781
Pap/Cdr edition (November 22, 2008)
2. Adobe Creative Suite 4 Design Premium Student Edition
Pap/Cdr edition (January 2, 2009)
ISBN-10: 0321573919

Comments:

	This course requires special or additional library materials (list attached).
X	This course requires special facilities: *Computer lab with specifications which meet software requirements*

TARGET COURSE	ART 30A		Illustrator: Beginning Computer Drawing and Design
	Number		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 <u>three</u> major basic skills needed at the beginning of the target course and check off the corresponding basic skills listed at the left.

Math Skills (eligibility for Math 101) (as outcomes for Math 250) _____ Performing the four arithmetic operations on whole numbers, arithmetic fractions, and decimal fractions. _____ Making the conversions from arithmetic fractions to decimal fractions, from decimal fractions to percents, and then reversing the process. _____ Applying the concepts listed above to proportions, percents, simple interest, markup and discount. _____ Applying the operations of integers in solving simple equations. _____ Converting between the metric and English measurement systems	
<u>Reading Skills</u> (eligibility for English 126) (as outcomes for English 262) __X__ Using phonetic, structural, contextual, and dictionary skills to attack and understand words. __X__ Applying word analysis skills to reading in context. __X__ Using adequate basic functional vocabulary skills. __X__ Using textbook study skills and outlining skills. __X__ Using a full range of literal comprehension skills and basic analytical skills such as predicting, inferring, concluding, and evaluating.	1. Ability to find the meaning of unknown words and concepts. 2. Ability to read software tutorials with good comprehension. 3. Ability to extrapolate important information from large blocks of text in tutorials.
<u>Writing Skills</u> (eligibility for English 125) (as outcomes for English 252) __X__ Writing complete English sentences and avoiding errors most of the time. __X__ Using the conventions of English writing: capitalization, punctuation, spelling, etc. __X__ Using verbs correctly in present, past, future, and present perfect tenses, and using the correct forms of common irregular verbs. __X__ Expanding and developing basic sentence structure with appropriate modification. __X__ Combining sentences using coordination, subordination, and phrases. __X__ Expressing the writer's ideas in short personal papers utilizing the writing process in their development.	1. Ability to combine information from multiple sources. 2. Ability to clearly articulate ideas and concepts in a professional manner. 3. Ability to clearly express personal viewpoints and subjective analysis of artwork.

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	

Reedley College

REQUEST FOR COURSE REPEATABILITY
(For reasons other than alleviating substandard work)

Course ID: ART 30A	Course Title: Illustrator: Beginning Computer Drawing and Design	Date: 03/25/09
Number of times course may be repeated, excluding initial enrollment (1, 2, or 3):		3
or		
Maximum units to which course may be repeated, including initial enrollment:		

The following information is required under Title V, Part VI, Section 58161

1. Explain how the course content differs each time it is offered:

Digital imaging software is highly complex and can take years to master. Working with the software is somewhat like looking through a kaleidoscope: with every push of a button, new possibilities become apparent. For that reason, there is unlimited potential for continuous expansion of course content and/or new project development using previously assimilated content knowledge.

2. Using reasons "A" or "B" listed below, explain how the student, by repeating this course will gain an expanded educational experience (A or B):

X	A.	Skills or proficiencies are enhanced by supervised repetition and practice within class periods. Explanation:

Because of the complexity of the software and the unlimited potential for generating new images, repetition of course content is an expanded educational experience. For example, to gain skill in producing Bezier curves, first time students would trace a simple illustration, then color it and create gradients. Second time students would create an original illustration using Bezier curves, then color it and create gradients. Third time students would create 3-D illustration using all of the aforementioned skills plus newly acquired 3-D skills.

	B.	Active Participatory experience in individual study or group assignments is the basic means by which learning objectives are attained. Explanation: