

**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**

<b>Course Abbreviation and Number: VSAR 110</b>	<b>Course Title: Introduction to Sculpture</b>	
<b>Number of Units: 3</b>		
<b>College or Program:</b> <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____	<b>Desired term of implementation:</b> <input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer   Year: 2014	<b>Mode of Delivery:</b> <input checked="" type="checkbox"/> face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
<b>Course Proposer (please print): David Avalos</b>	<b>Email: davalos@csusm.edu</b>	<b>Submission Date:</b> <b>02 MAR 2014</b>

**1. Course Catalog Description: Introduction to the fundamental principles of three-dimensional design. Includes a brief survey of traditional and contemporary media, ideas, history and sculpture as a means of cultural expression. A variety of techniques and materials are used. Includes training with basic tools and equipment in a wood and metal shop. Emphasis on development of the ideas and methods of art expression. Two hours of lecture and three hours of laboratory.**

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

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

Course Coordinator: David Avalos Phone 760.750.4085 Email: davalos@csusm.edu

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

<b>Arts GELOs this course will address:</b>	<b>Course content that addresses each GELO.</b>	<b>How will these GELOs be assessed?</b>
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.	Research using art publications and online resources that focus on how art is created within a context of social, political and cultural movements.	Art Project 2, Assemblage: This Art Project will be introduced with a PowerPoint presentation emphasizing critical evaluation of assemblage techniques locally, nationally, and globally. Emphasis will be placed on those artists who have utilized assemblage to examine and critique power relations found in race, class and gender. Students will create assemblage sculptures demonstrating an understanding of contemporary power relations. Critique Summary (see below)
C1.2: Students will apply theoretical and/or critical perspective to the study of art past and present.	Assigned readings, PowerPoint presentations and class discussion of art elements and design principles, and methods of critical evaluation of art past and present.	Critique Summaries of Sculpture Projects: Each Art Project will be introduced with a PowerPoint presentation including slides of sculptural art works from various cultures and time periods. The art elements and design principles demonstrated in each example will be emphasized and discussed. The cultural and historical contexts will be examined to show how they influence both the form and meaning of the works. During class critiques of their completed art projects, students will note comments made by the instructor and fellow students and then write a Critique Summary. These summaries must exhibit appropriate vocabulary, reference the PPT presentations, and employ descriptive, critical and evaluative art writing.
C1.3: Students will recognize and explain various artistic styles from diverse cultures and peoples.	Research on artists and national and international art movements in various historical contexts.	Art Movement/Artist Research Essay: Student's research essay will focus on one artist from a list of artists working within art movements in various historical contexts. Using the vocabulary of art elements and design principles, as well as critical evaluation, students will provide a description of the artist's work and an analysis of its relationship to the fundamental principals and goals of the movement. For example, students will write an essay about Pablo Picasso's assemblage sensibility and his appropriation of Oceanic and African art. Thus, the international assemblage art movement and the influence of the art of diverse cultures will be examined.
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.	Lectures and class discussion of art elements and design principles, and critical evaluation Research on artists and art movements in various historical contexts.	Art Movement/Artist Research Essay (see above) Art Project 4, Assemblage of Resistance: Students will create an assemblage sculpture in response to a stereotype that has been applied to them personally. The sculpture will contrast the stereotype with visual elements employing irony, inversion, and humor. The intention is to provoke viewers to resist the stereotype (race, gender, class, sexual orientation, and physical ability among others). Students will view work by American artists who employ assemblage to confront racism, sexism, homophobia, etc. Critique Summary (see above)
C1.5: [Methods courses]	N/A	N/A

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C1.6: [Methods courses]	N/A	N/A
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]	Introduction to sculptural tools and techniques and their application to art-making	Art Projects and Critiques (see above)

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

GE Outcomes required of all Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively in writing to various audiences. (writing)	Art elements and design principles Sculpture tools and techniques Artists and art movements research	Written Critique Summaries, Art Event Report and Research Essay
Students will think critically and analytically about an issue, idea or problem. (critical thinking)	Assignment prompts for Art Event and Art Projects Art elements and design principles Artists and art movements research	Art Events Report Art Projects
Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)	Research focused on artists working within internationally recognized art movements in various historical contexts.	Research Essay

**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): Research using art publications and online resources to learn about artists and art movements driven by issues of race, class and gender.
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): Research on artists working within internationally recognized art movements in various historical contexts.

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

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<b>Course Requirements:</b>	<b>How will this requirement be met by the instructor?</b>
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required in 3+ unit courses,	Instructor will assign an Art Event Report, written Critique Summaries and a Research Essay.
Assessment of student learning will take a multitude of forms, including writing assignments, exams, discussion, and creative projects and performances.	In addition to the writing assignments above, the instructor will assign creative, sculptural art projects and class critiques.