

**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 110	Course Title: Introduction to Sculpture	
Number of Units: <u> 3 </u>		
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: 2014	Mode of Delivery: <input checked="" type="checkbox"/> face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
Course Proposer (please print): David Avalos	Email: davalos@csusm.edu	Submission Date: 02 MAR 2014

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>					
		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.]

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.	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 critical evaluation of sculpture across time and space. PowerPoint presentations will identify the art elements and design principles utilized in each example. Following class critiques of the art projects students will take notes of the comments made by the instructor and fellow students and then write a Critique Summary. These summaries must exhibit appropriate vocabulary and techniques of critical evaluation and reference the PPT presentations.
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.
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 3, 3D Printed Sculpture: Students will create a digital file that will be uploaded to a 3D printer to produce a sculpture that appropriates the chosen artist's signature style while addressing the principles of her art movement to contemporary issues. Critique Summary (see above)
C1.5: [Methods courses]	N/A	N/A
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	Introduction to sculptural tools and techniques and their application to art-making	Art Projects and Critiques (see above)

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question. These courses will be taught face-to-face, rather than online. [Creative Activity Courses]		
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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.

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,	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.

Introduction to Sculpture, VSAR 110-10 (Lecture, 28290) and VSAR 110-11A (Lab, 28979)

Spring 2014, Friday 12:00-1:50 pm and 2:00-4:45 pm, ARTS 344, Class Break 2:00 to 2:30 PM – Plan Ahead

Professor David Avalos, MFA

760.750.4085

davalos@csusm.edu

Office: ARTS 333

Office Hours: ARTS 344 & 346, Friday, 4:45 to 5:45 PM or by appointment

Fulfills: General Education Area C1: Arts Requirement

All-University Writing Requirement [page 99, General Catalog]

http://www.csusm.edu/catalog/documents/2012-2014/csusm_catalog_2012-2014.pdf

VPA Department Arts Events Attendance Requirement

Course Description

This class is an introduction to the fundamental principles of three-dimensional design. A variety of techniques and materials are used. There will be training with basic woodworking tools and equipment. Students will complete art projects based on knowledge of Three-Dimensional Elements and Design Principles. Students will be encouraged to think as artists and take risks as they experience the excitement of their own developing creative process. Students will learn how their art making practice links them in significant ways to artists and cultural histories throughout time and around the world. Just as importantly, the discipline of visual arts contributes to students' enrichment as they explore the practice of artful and critical thinking in their own lives, understand its interdisciplinary importance, and appreciate its meaning and value in the world around them.

Shop Safety Requirements

Students will be trained in the safe handling of shop equipment. You are required to study the Visual Arts Safety Training Guide. Whenever you use woodshop equipment you are required to have in your possession a hard copy of the Training Checklist. Access to the woodshop and its equipment requires the instructor's approval. Students who violate any safety practices will be warned and instructed on proper techniques and machine usage. Repeated violations, including lack of proper attire, will result in loss of access to the shop and equipment, a lowering of the course grade, and other appropriate measures.

Disabled Student Services (DSS) <<http://www.csusm.edu/dss/>>

The Office of Disabled Student Services (DSS) located in Craven Hall in Suite 4300 must approve students with disabilities who require accommodations for services. The DSS staff is available for both walk-in and scheduled appointments Monday through Friday from 8:00 a.m. to 5:00 p.m. DSS can be contacted at (760) 750-4905 or (760) 750-4909 (TTY) or by fax at (760) 750-3445 and at dss@csusm.edu. Students authorized by DSS to receive accommodations should meet with me during office hours to ensure confidentiality.

Assigned Text

Launching the Imagination (3D Split), 3rd Edition

by Mary Stewart, Publisher: McGraw-Hill Higher Education, Copyright Year: 2008 (available as hard copy)

eTextbook <<http://www.coursesmart.com/>>

Assessment/Grading Criteria

Assignments are designed to meet SLOs and GELOs. Sculpture projects enable me to assess how well you have acquired both the understanding and application of art and studio principles and techniques. You will be rewarded for a willingness to challenge yourself and take risks as an art maker. Late projects will not be accepted without prior permission. You are responsible for all class information communicated by lecture, discussion, email, Cougar Courses and hard copy. You must maintain a digital image for yourself of all completed assignments.

VPA Department Student Learning Outcomes (SLOs):

SLO 1 – Learning the language of visual arts theory, history and production: Students demonstrate understanding of the basic vocabulary of visual arts analysis such as visual elements and 3D design principles; distinguish and describe techniques and tools used in various forms of sculpture; discuss work using the analytic language described above in writing assignments; and evaluate their own work and the work of others using the basic vocabulary of visual art informed by the history and theory of art during group critiques.

SLO 3 – Creating art work: Students demonstrate openness to new ideas and artistic processes based on ideas, issues, intuitions and inspirations addressed in class; think creatively by employing technical skills along with intelligent idea development in the design and creation of art works; practice respect and support for others in their creative process by demonstrating the ability to offer constructive, critical analysis and evaluation of the work of their peers while employing the language of visual arts; practice collaborative skills in the planning and execution of group projects and collaborative art works

C1 Arts General Education Learning Outcomes (GELOs)

C1.1 Students will describe the ways in which sculptural art informs us of issues of diversity (such as race, class and gender) in a global, national and local context.

C1.2: Students will apply theoretical and/or critical perspective to the study of sculpture past and present.

C1.3: Students will recognize and explain various sculptural styles from diverse cultures and peoples.

C1.4: Students will use appropriate vocabulary to describe and analyze works of sculptural expression within the historical context in which the work was created.

C1.7: Students will create art works that demonstrate facility with the techniques of sculpture during creative studio activity.

General Education Learning Outcomes (GELOs)

Students will communicate effectively in writing to various audiences.

Students will think critically and analytically about an issue, idea or problem.

Students will find, evaluate and use information appropriate to the course and discipline with the assistance and guidance of library faculty.

Art Event Field Trip – 1:00 PM, March 7, 2014

Stuart Collection

Various Sculptures

<http://stuartcollection.ucsd.edu>

UCSD Campus

9500 Gilman Drive

La Jolla, CA 92093

Admission Free

On-Campus Parking – Not Free

Assignment Category	Points
Writing Assignments that fulfill the All-University Writing Requirement	
Art Event Report	50
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. (Fulfills C1.3 and C1.4)	150
Written Critique Summary (Art Project 1, 2, 3 &4) Each Art Project will be introduced with a critical evaluation of sculpture across time and space. PowerPoint presentations will identify the art elements and design principles utilized in each example. Following class critiques of the first three projects students will take notes of the comments made by the instructor and fellow students and then write a Critique Summary. These summaries must exhibit appropriate vocabulary and techniques of critical evaluation and reference the PPT presentations. (Fulfills GELO C1.2)	200
Art Project 1, Planes into Form Students will explore the possibilities of using two-dimensional surfaces to create sculptures that occupy and define three-dimensional space. (Fulfills C1.7)	100
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 as critiques of contemporary abuse of power. Fulfills GELO C1.1, C1.2 and C1.7)	100
Art Project 3, 3D Printed Sculpture Based on their Art Movement/Artist Research Essays, students will create a digital file that will be uploaded to a 3D printer to produce a sculpture that appropriates the chosen artist's signature style while addressing the principles of her art movement to contemporary issues. (Fulfills GELOs C1.4 and C1.7)	200
Art Project 4, Aha Sculpture Students will employ the variety of concepts and techniques developed throughout the semester to create sculptural objects that employ optical illusions to reflect back on the viewers appreciation of the benefits of multiple points of view. (Fulfills C1.7)	200
TOTAL	1000

Final Grading Scale

A ≥ 970; A- = 900-969; B+ = 870-899; B = 840-869; B- = 800-839; C+ = 770-799; C = 740-769; C- = 700-739; D = 600-699

Two absences result in a lowering of final grade. Non-attendance at a critique counts as two absences.

Creative Workshop Participation and Risk-Taking

Attendance/participation is mandatory. This is a creative lab workshop where students do not compete with each other. Instead you are expected to share your work and to inspire, encourage and support each other's works in progress. Projects will be presented for group evaluation and critique using the language of three-dimensional visual elements and design principles. Aim to delight and/or provoke the class with the quality of your work. Students will be rewarded for challenging themselves and taking risks as art makers. Students are allowed to rework Art Project assignments for credit with permission from the instructor. Reworked projects will be assigned new grades.

The instructor reserves the right to modify the syllabus at any time during the semester. These modifications may include course content, assignment types and points, scheduling, etc.

Academic Honesty and Integrity

Students are responsible for honest completion and representation of their work. The Student Academic Honesty Policy in your course catalog details the ethical standards of academic honesty and integrity, as well as penalties for infractions. All written assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

There will be zero tolerance for infractions. The instructor has the right and responsibility to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole. Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

COURSE SCHEDULE**Week 1 - 24 JAN**

Introduction, Syllabus, Shop Safety
Brief overview of three-dimensional elements and design principles
Tour of the Student Union to consider its design in terms of elements and principles
Introduction to online computer software necessary to create files for 3D Printing

Week 2 - 31 JAN

DUE: Signed Hard Copy of Visual Arts Safety Training Agreement

Introduction: Art Project 1, Planes into Form
Individual Computer Lab Work

Week 3 - 7 FEB

Studio Work: Art Project 1
Individual Computer Lab Work

Week 4 - 14 FEB

Studio Work: Art Project 1
Individual Computer Lab Work

Week 5 - 21 FEB

Critique: Art Project 1

Completion of Project, Installation of work, De-installation and Clean-up

Week 6 - 28 FEB

Introduction to Art Project 2, Assemblage
Individual Computer Lab Work on Art Project 2

Week 7 - 7 MAR

Field Trip to UCSD's Stuart Collection – (class will NOT meet at CSUSM)
Meet at Jacobs Hall Engineering I at

Week 8 - 14 MAR

Studio Work: Art Project 2

Week 9 - 21 MAR

Studio Work: Art Project 2

Week 10 - 28 MAR

Introduction to Art Project 3, 3D Printed Sculpture and Art Movement/Artist Research Essay

Studio Work: Art Project 2

Spring Break - 04 APR**Week 11 - 11 APR**

Critique: Art Project 2

Introduction to Art Project 4

Week 12 - 18 APR

Studio Work: Art Project 4

Group Computer Lab Work: Art Project 3

DUE: Art Movement/Artist Research Essay

Week 13 - 25 APR

Studio Work: Art Project 4

Group Computer Lab Work: Art Project 3

Send Work to 3D Printer

Week 14 - 2 MAY

Studio Work: Art Project 4

Week 15 - 9 MAY

Critique: Art Projects 3 and 4

Finals Week

Your final consists of emptying your locker, removing the lock, and removing and/or properly disposing of all materials used throughout the semester. Failure to do so will result in a lowering of the final grade and loss of all materials.