GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

*Copy and paste **current** course information from Class Search/Course Catalog.*

Academic Unit **New College** Department **School of Humanities, Arts & Cultural Studies**

Subject **IAP** Number **103** Title Foundations 1: Interdisciplinary Digital Media Units: _3_

Is this a cross-listed course? No
If yes, please identify course(s)

Is this a shared course? No If so, list all academic units offering this course
Course description:

Catalog Description: Digital media studies and application of contemporary artists, processes, and presentation practices in Interdisciplinary arts.

In-depth Description: This course is designed to present the basic aesthetic concepts, techniques, and language of late 20th and 21st Century digital media in the arts for interdisciplinary application. The approach will be to demonstrate concepts in the use of digital media in art through lecture, hands-on practice within the computer environment, and examples that are based in interdisciplinary and culturally diverse art expressions. This course uses source media supplied by the instructor.

Requested designation: Mathematical Studies–CS
*Note- a **separate** proposal is required for each designation requested*

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2015 Effective Date: October 9, 2014   For Spring 2016 Effective Date: March 19, 2015

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:

- ☒ Signed General Studies Program Course Proposal Cover Form
- ☒ Criteria Checklist for the area
- ☒ Course Catalog description
- ☒ Course Syllabus
- ☒ Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:

Name Patricia Clark Phone 605-543-6054

Mail code ___2151___

E-mail: patricia.clark@asu.edu
(cc: tracy.encizo@asu.edu)

Department Chair/Director approval: *(Required)*

Chair/Director name (Typed): ___Louis Mendoza___   Date: ___12/9/2014___

Chair/Director (Signature): _____

Arizona State University Criteria Checklist for

MATHEMATICAL STUDIES [CS]

Rationale and Objectives

The **Mathematical Studies** requirement is intended to ensure that students have skill in basic mathematics, can use mathematical analysis in their chosen fields, and can understand how computers can make mathematical analysis more powerful and efficient. The **Mathematical Studies** requirement is completed by satisfying both the **Mathematics [MA]** requirement and the **Computer/Statistics/Quantitative Applications [CS]** requirement explained below.

The **Mathematics [MA]** requirement, which ensures the acquisition of essential skill in basic mathematics, requires the student to complete a course in College Mathematics, College Algebra, or Pre-calculus; or demonstrate a higher level of skill by completing a mathematics course for which a course in the above three categories is a prerequisite.

The **Computer/Statistics/Quantitative Applications [CS]** requirement, which ensures skill in real world problem solving and analysis, requires the student to complete a course that uses some combination of computers, statistics, and/or mathematics.* Computer usage is encouraged but not required in statistics and quantitative applications courses. At a minimum, such courses should include multiple demonstrations of how computers can be used to perform the analyses more efficiently.

*CS does *not* stand for computer science in this context; the "S" stands for statistics. Courses in computer science must meet the criteria stated for CS courses.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

YES	NO		Identify Documentation Submitted
\<ASU--[CS] CRITERIA (spanning)>			
\<A COMPUTER/STATISTICS/QUANTITATIVE APPLICATIONS [CS] COURSE MUST SATISFY ONE OF THE FOLLOWING CRITERIA: 1, 2, OR 3 (spanning)>			

YES	NO		Identify Documentation Submitted
		1. Computer applications*: courses must satisfy both **a** and **b**:	
☒	☐	**a.** Course involves the use of computer programming languages or software programs for quantitative analysis, algorithmic design, modeling, simulation, animation, or statistics.	course description and syllabus: see highlighted areas
		b. Course requires students to analyze and implement procedures that are applicable to at least one of the following problem domains (**check those applicable**):	
☐	☒	i. Spreadsheet analysis, systems analysis and design, and decision support systems.	
☒	☐	ii. Graphic/artistic design using computers.	course description and syllabus: see highlighted areas: at least two assignments directly utilize computers for their designs and all other assignments utilize the computers for various digital media designs/production.
☒	☐	iii. Music design using computer software.	course description and syllabus: see highlighted areas
☒	☐	iv. Modeling, making extensive use of computer simulation.	course description and syllabus: see highlighted areas: students use computer for modeling/animation and video motion graphics and editing;
☐	☒	v. Statistics studies stressing the use of computer software.	
☐	☒	vi. Algorithmic design and computational thinking.	

ASU--[CS] CRITERIA

*The **computer applications** requirement **cannot** be satisfied by a course, the content of which is restricted primarily to word processing or report preparation skills, the study of the social impact of computers, or methodologies to select software packages for specific applications. Courses that emphasize the use of a computer software package are acceptable only if students are required to understand, at an appropriate level, the theoretical principles embodied in the operation of the software and are required to construct, test, and implement procedures that use the software to accomplish tasks in the applicable problem domains. Courses that involve the learning of a computer programming language are acceptable only if they also include a substantial introduction to applications to one of the listed problem domains.

YES	NO		Identify Documentation Submitted
		2. Statistical applications: courses must satisfy **a**, **b,** and **c**.	
☐	☒	**a.** Course has a minimum mathematical prerequisite of College Mathematics, College Algebra, or Pre-calculus**,** or a course already approved as satisfying the MA requirement.	
		b. The course must be focused principally on developing knowledge in statistical inference and include coverage of all of the following:	
☐	☒	i. Design of a statistical study.	
☐	☒	ii. Summarization and interpretation of data.	
☐	☒	iii. Methods of sampling.	
☐	☒	iv. Standard probability models.	
☐	☒	v. Statistical estimation	
☐	☒	vi. Hypothesis testing.	
☐	☒	vii. Regression or correlation analysis.	
☐	☒	**c.** The course must include multiple demonstrations of how computers can be used to perform statistical analysis more efficiently, if use of computers to carry out the analysis is not required.	

YES	NO		Identify Documentation Submitted
		3. Quantitative applications: courses must satisfy **a**, **b, and c:**.	
☐	☒	**a.** Course has a minimum mathematical prerequisite of College Mathematics, College Algebra, or Pre-calculus**,** or a course already approved as satisfying the MA requirement.	
		b. The course must be focused principally on the use of mathematical models in quantitative analysis and decision making. Examples of such models are:	
☐	☒	i. Linear programming.	
☐	☒	ii. Goal programming.	
☐	☒	iii. Integer programming.	
☐	☒	iv. Inventory models.	
☐	☒	v. Decision theory.	
☐	☒	vi. Simulation and Monte Carlo methods.	
☐	☒	vii. Other (explanation must be attached).	
☐	☒	**c.** The course must include multiple demonstrations of how computers can be used to perform the above applications more efficiently, if use of computers is not required by students.	

Course Prefix	Number	Title	General Studies Designation
IAP	103	Foundations 1: Interdisciplinary Digital Media	

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
CS1A	The students use software programs for modeling, simulation, and animation	Projects that utilize the computer and software applications include the creation of two original composite images that are output as prints and exhibited; the creation of digital 3D models with basic animation; the creation of video art works involving digital production and post production software: see description and highlighted syllabus.
1Bii	Graphic/artistic design using computers	Course description and syllabus: see highlighted areas: at least two assignments directly utilize computers for their graphic designs and all other assignments utilize the computers for various digital media designs/production.
1Biii	Music design using computer software	Course description and syllabus: see highlighted areas: at least two assignments directly utilize computers for their soundscape and group audio for video designs;
1Biv	Modeling making contiunous use of computer simulations	Course description and syllabus: see highlighted areas: students create three 3D models utilizing software on the computer, selecting one for compositing into a real world environment (photo): model must be built in perfect scale for its destination. Another of the models is created for use in a 10-15 second animation.

Faculty: Patricia Clark
Office: FAB N203, Office Phone: 602-543-6054
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Course Description:
This course is designed to present the basic aesthetic concepts, techniques, and language of late 20th and 21st Century digital media in the arts for interdisciplinary application. The approach will be to demonstrate concepts in the use of digital media in art through lecture, hands-on practice within the computer environment, and examples that are based in interdisciplinary and culturally diverse art expressions. This course uses source media supplied by the instructor.

Objectives:
To expose students to different examples of digital media used in late 20th and 21st century arts: performance, installation, interactivity, sound, visual arts, graphic arts, gaming, motion graphics and video, etc.

Learning Outcomes:
1. To learn and apply the language(s) of digital media in the arts via contextual use in both aural and written modes: in demos, lectures, discussions, idea development, etc.

2. To gain hands-on experience in the creation of digital media forms utilizing computer and mathematics to produce aesthetic and conceptually strong outcomes in still and motion graphics, sound and music, 2D & 3D imaging/modeling, video art, and basic interactivity.
3.
    To become familiar with different forms of digital media production outcomes: live and mediated arts in performance / installation / video / motion graphics / 3D modeling / sound,/ interactive systems and digital output methods.

4. To gain experience with viewing, analyzing, and critiquing of digital media art forms.

Class Requirements:
Text: No specific text is required. Online resources, tutorials, in-class demonstrations and lectures, and course handouts will comprise the material to be covered in the course.

Students are required to keep a weekly journal/sketchbook for class notes and personal reflections. This can be in the form of a Word Document, Blog, audio and/or video or using Google SketchUp.

Students will be required to complete assignments related to the topics of discussion in the course material.

Students will be required to write response papers to guest lectures, art venues visited during the semester that are typed on the computer and emailed to the instructor.

Students will be required to complete a Final Exam essay on digital media arts utilizing vocabulary and processes utilized during the course.

All Students must have an ASU Rite ID by the second class meeting. This course is on MyASU and assignments, resources and tutorials will be posted regularly. Students are required to check each week for announcements and other course related documents. Student media will need to be backed up onto jump drives (sound and image), or onto an external USB 3.0 drive, or to your ASU space

Projects and Class Assignments:

• In Class and Out Class Assignments will include:
- Work assigned relating to course material presented to include hands-on projects, student presentations and outside assignments

- Visit four art venues during the semester: a three page response paper for each location/event will be due: see syllabus for dates.

- Final project: a collaborative project that combines three of the topics covered in course material. Ideas to be presented in class. Refer to syllabus for exact due dates.

- Final written exam: to include terminology and essay questions.

Grading:

• Art Venue Response/Journals	15%
• Text/Graphic Assignment	20%
• 3D Modeling	15%
• Video / Audio Assignment	15%
• Final Project	20%
• Final Exam essay	15%
	100%

A plus/minus grading system will apply to this course:

A+, A, A-, B+, B, B-, C+, C, D, E.   For the purpose of computing the GPA, the grade points assigned to each of the grades are: A+ 4.33, A 4.00, A- 3.67, B+ 3.33, B 3.00, B- 2.67, C+ 2.33, C 2.00, D 1.00, E 0.00.

Attendance:

Full attendance is required throughout the term. Up to one letter grade may be deducted from the final average for missing more than two classes. Whenever possible, please notify instructor if you intend to miss a class. Students are responsible for all readings, class notes, and assignments.

Course/Instructor Evaluation:

The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester or summer session. Your response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted. The use of a course/instructor evaluation is an important process that allows our college to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality, (3) ensure high standards of teaching, and (4) ultimately improve instruction and student learning over time. Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is critical. About two weeks before the class finishes, watch for an e-mail with "ASU Course/Instructor Evaluation" in the subject heading. The email will be sent to your official ASU e-mail address, so make sure ASU has your current email address on file. You can check this online at the following URL: http://www.asu.edu/epoupdate/

This syllabus is subject to change.

Class Schedule:

Week One: Introduction to Course: Discussion: What is Digital Media? What art forms in the 20-21st century utilize digital media? What is the impact of digital media on the arts: on the concepts? On the artistic practice and processes? What does the dimension of time have to do with digital media? What terminology, interdisciplinary, and traditional practices are needed to express one's ideas in digital media?

Week Two – Week Three: 2D Graphic Design Arts:

Overview of 2D design principals; digital tools demo for arts creation; Students will create a digital composite image from various image sources for output to print; Due second class of Week Three - Tuesday

Weeks Three-Six: Assignment: Project Theme: <u>Call and Response: Contemporary Visual Culture of Race and Identity</u>: Students will respond visually, aurally, and performatively to the work of Jacob Meders as seen in his alter-native exhibition that explores the cultural other (alternative) and the transformation of North American indigenous identity through commodification and historical documentation (alter-native) by western civilization. His show will be September 3rd – October 2nd In Artspace West. Works created by students will be exhibited October 6-October 30th in Artspace West.

Discussion of the theme/related on campus events / student exhibition details;

Assignment: Students will create, using Photoshop or other imaging tools to create a piece for the ArtSpace West Exhibition: Call and Response show; Projects due for printing and mounting on October 2nd during class. Art Response Paper 1 due.

Week Seven-Nine: 3D modeling and animation:
Discussion of 3D Digital Graphics in 21st Century projects; demo of digital tools for 3D arts creation: Assignment: Students will create a 15-30 second animation of their 3D model and create a still image that incorporates their 3D Model into an environment to simulate Art in Public Places; Due second class of Week Nine; Digital Journals due: email to instructor;

Week Ten-Fifteen: Video and Audio: Collaborative Group Projects: 3-5 minute w/original sound
Discussion of video and audio in arts creation with examples; Discussion of pre-production, production, and post-production issues and techniques: demos of basic digital tools for arts creation; Discussion and examples of the Internet and Personal digital devices as tools for arts creation;

Assignment: Students will create a one minute soundscape using digital samples and original sounds; video art piece with original sound. Due Week Ten. Art Response Paper 2 due.

Week Ten: Critique of soundscapes; demonstration of camera shots/lighting; basic editing demo; Assignment: Group Ideas Due;

Week Eleven: Group work: audio/video/script/rehearsals/locations, etc. information in the form of a storyboard and shot sheets due; Basic editing demonstration continued with hands on practice: students will create a one minute edited piece in class;

Week Twelve: Critique of one minute edits; Revised Group Projects Ideas due: revisions on storyboard, shot sheet due; Assignment: Collaborative groups begin Video/Audio Production; Art Response Paper 3 due.

Week Thirteen/Fourteen: Working Days In Class: Collaborative groups Production / Post-production Assignment: Collaborative groups Production / Post-production: Students will use class time during week fourteen to work on collaborative final projects.

Week Fifteen: Rough Edit of Group Projects Due; Assignment: Collaborative groups Production / Post-production: Students will use class time during week fourteen to work on collaborative final projects;

Week Sixteen: Final Group Project Due; Final written exam (essay) and Digital Journals Due: email instructor. Art Event Response Paper 4 due.

Attendance & Tardiness: You must attend 80% of the classes in order to pass this course. Two absences are free. Every additional absence carries a 15 point penalty. Documented absences for illness can be excused if not too many. Tardiness counts as only ½ day of attendance.

Plagiarism or academic dishonesty: Academic Integrity
ASU expects and requires all its students to act with honesty and integrity, and respect the rights of others in carrying out all academic assignments. For more information on academic integrity, including the policy and appeal procedures, please visit http://provost.asu.edu/academicintegrity and the Student Conduct Statement below.

Student Conduct Statement:
Students are required to adhere to the behavior standards listed in Arizona Board of Regents Policy Manual Chapter V – Campus and Student Affairs: Code of Conduct: (http://www.abor.asu.edu/1_the_regents/policymanual/chap5/5Section_C.pdf), ACD 125: Computer, Internet, and Electronic Communications (http://www.asu.edu/aad/manuals/acd/acd125.html), and the ASU Student Academic Integrity Policy (http://www.asu.edu/studentaffairs/studentlife/srr/index.htm). Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, a professor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10 http://www.asu.edu/aad/manuals/usi/usi201-10.html.

Appropriate classroom behavior is defined by the professor. This includes the number and length of individual messages online. Course discussion messages should remain focused on the assigned discussion topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board messages may be deleted if an instructor feels it is necessary. Students will be notified privately that their posting was inappropriate.

Copyright policy: All printed materials used in class or on blackboard are protected by US copyright laws. Multiple copies or sales of any of these materials is strictly prohibited.

Email and Internet: You must have an active ASU e-mail account and access to the Internet. All instructor correspondence will be sent to your ASU e-mail account. Please plan to check your ASU email account regularly for course-related messages.

Technical Support Contact Information: For technical assistance 24 hours a day, 7 days a week, contact the University Technology Office Help Desk: Phone 480-965-6500, email helpdesk@asu.edu.

Accessibility Statement: In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Centers (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. DRC staff coordinate transition from high schools and community colleges, in-service training for faculty and staff, resolution of accessibility issues, community outreach, and Collaboration between all ASU campuses regarding disability policies, procedures, and accommodations.

Students who wish to request an accommodation for a disability should contact the Disability Resource Center (DRC) for their campus.

Tempe Campus, 480-965-1234 (Voice), 480-965-9000 (TTY)
Polytechnic Campus, 480-727-1165 (Voice), 480.727.1009 (TTY)
West Campus, 602-543-8145 (Voice)
Downtown Phoenix Campus, 602-496-4321 (Voice), 602-496-0378 (TTY)