ASU

ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 01/21/2012

1. ACADEMIC UNIT: Humanities Art and Cultural Studies [HArCS]

2. COURSE PROPOSED: IAP   105   Fundamentals of Visual Art   3
   (prefix)   (number)   (title)   (semester hours)

3. CONTACT PERSON: Name: Theresa Devine   Phone: 3125457727

   Mail Code: 2151   E-Mail: tcdevine@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965–0739.

5. 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. (Please submit one designation per proposal)

   Core Areas

   Literacy and Critical Inquiry–L ☐
   Mathematical Studies–MA ☐   CS ☒
   Humanities, Fine Arts and Design–HU ☐
   Social and Behavioral Sciences–SB ☐
   Natural Sciences–SQ ☐   SG ☐

   Awareness Areas

   Global Awareness–G ☐
   Historical Awareness–H ☐
   Cultural Diversity in the United States–C ☐

6. DOCUMENTATION REQUIRED.
   (1) Course Description
   (2) Course Syllabus
   (3) Criteria Checklist for the area
   (4) Table of Contents from the textbook used, if available

7. *In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.*

   This course involves the use of computer programming languages or software programs for simulation and animation by using C based scripting languages in conjunction with a game engine to produce an iPhone game. Students produce work that explores: Graphic/artistic design using computers and making extensive use of computer simulation in the form of creating a video game for the iPhone.

   CROSS-LISTED COURSES: ☒ No   ☐ Yes; Please identify courses: _____

   Is this a multisection course?:   ☒ No   ☐ Yes; Is it governed by a common syllabus? _____

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Chair/Director   (Print or Type)

Date: *08/02/2012*

Chair/Director   (Signature)

Foundations I: Fundamentals of Interdisciplinary Art [IAP 105]

Current Course Description: Focuses on contemporary aesthetic concepts and language for visual arts application

Modifications: Title and Description

Foundations I: Fundamentals of Visual Art [IAP 105]

Focuses on contemporary aesthetic concepts and language for visual arts application. This is a visual design course that introduces the core concepts of visual design: visual elements, principles of design and the creative process. The students are exposed to the basics of drawing, color theory, typography, 2D design and game design. Every student must engage in the fundamental aspects of design and scripting to build an adequate foundation and be prepared for the next level of study of interdisciplinary art. This course includes a gentle introduction to programming for art and game making purposes. Additionally, the past and present accomplishments of artists and designers are studied to help form the student's ability to perceive aesthetic qualities of art work and design. Students are guided to discover an individual creative path that explores his/her work within historical development of art and aesthetic significance of these developments in society and culture. The purpose of developing a creative path is to study the creation of objects and digital means of expressing or conveying aesthetic concepts and ideas. Since digital art making is an extension of the tradition of art making, this class is an amalgam of traditional and digital art making and it emphasizes the symbiotic relationship between them.

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 Precalculus, or demonstrate a higher level of skill by completing a mathematics course for which any of the first three courses in 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 mathematics.

Approved: Feb. 2000

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

YES	NO	ASU--[CS] CRITERIA A COMPUTER/STATISTICS/QUANTITATIVE APPLICATIONS [CS] COURSE MUST SATISFY ONE OF THE FOLLOWING CRITERIA: 1, 2, OR 3	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, modeling, simulation, animation, or statistics.	Course descripton and syllabus see highlighted portions of the syllabus for details.
		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 descripton and syllabus The students use graphic design using computers for three of the four assignments in this course.
☐	☐	**iii.** Music design using computer software.	
☒	☐	**iv.** Modeling, making extensive use of computer simulation.	Course descripton and syllabus The students use the computer as a simulator in development of the computer game, board game and the book assignments.
☐	☐	**v.** Statistics studies stressing the use of computer software.	

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; learning a computer language or a computer software package; or the study of the social impact of computers. Courses that emphasize the use of a computer software package or the learning of a computer programming language are acceptable, provided that 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.**

		2. Statistical applications: courses must satisfy both **a** and **b.**	
☐	☐	**a.** Course has a minimum mathematical prerequisite of College Mathematics, College Algebra, or Precalculus, 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:	

YES	NO		Identify Documentation Submitted
☐	☐	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.	
		3. Quantitative applications: courses must satisfy both **a** and **b.**	
☐	☐	**a.** Course has a minimum mathematical prerequisite of College Mathematics, College Algebra, or Precalculus, or a course already approved as satisfying the MA requirement.	

ASU--[CS] CRITERIA

		b. The course must be focused principally on the use of mathematical models in quantitative analysis and design making. Examples of such models are:	
☐	☐	**i.** Linear programming.	
☐	☐	**ii.** Goal programming.	
☐	☐	**iii.** Integer programming.	
YES	**NO**		**Identify Documentation Submitted**
☐	☐	**iv.** Inventory models.	
☐	☐	**v.** Decision theory.	
☐	☐	**vi.** Simulation and Monte Carlo methods.	
☐	☐	**vii.** Other (explanation must be attached)	

Course Prefix	Number	Title	Designation
IAP	105	Foundations I: Fundamentals of Visual Art	CS

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)
1a Course involves the use of computer programming languages or software programs for quantitative analysis, modeling, simulation, animation, or statistics	The students use game scripting languages in the development of an iPhone application.	Course Description and Syllabus course schedule Jan 12: the students use Illustrator and InDesign to create a graphics that will be used in a book that they author, Feb 9: the students expand on their knowledge gained in the book assignment and learn PhotoShop to create a board game that they submit for publication, Mar 1: The students are introduced to the IDE, Torsion script editor, debugging and the concept of behaviors in a game engine. Mar 8: The students become familiar with basic programming concepts
1b Course requires students to analyze and implement procedures that are applicable to at least one of the following problem domain	Students produce work that explores: Graphic/artistic design using computers and Modeling, making extensive use of computer simulation	Course Description and Syllabus course schedule Jan 12: the students design and layout a book using Illustrator and InDesign, Feb 9: the students design and layout a board game that is submitted to a printer using Photoshop, Mar 1 and 8: the students design and program a computer game for the iPhone
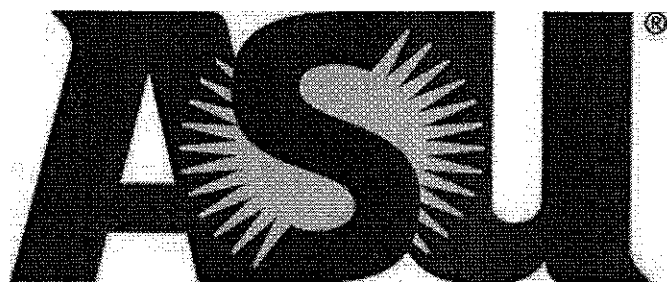
FOUNDATION I:
INTRO TO VISUAL ART
IAP 105 - 16428
Thurs, 4:40 PM - 7:30 PM
Location: CLCC 241 and the CLCC 108
[on the first day meet in CLCC 241]

Instructor Name: *Theresa Devine*
E-Mail Address: *tcdevine@asu.edu*
Office/ Mailbox: HArCS (FAB N-206)
I am in 2 divisions – don't get confused ☺
This is where you will leave a note for me if needed.

Office Phone: 602-543-2814
Office Hours: Tues 12-2
and by appointment
[in the game lab-CLCC 239]

Class portals:
https://myasucourses.asu.edu
http://programmingisamedium.com/ASU/IAP105/default.html

Instructor Website:
http://www.theresadevine.com/

Course Description: This is a visual design course that introduces the core concepts of visual design: visual elements, principles of design and the creative process. The students are exposed to the basics of drawing, color theory, typography, 2D design and game design. Every student must engage in the fundamental aspects of design and scripting to build an adequate foundation and be prepared for the next level of study of interdisciplinary art. This course includes a gentle introduction to programming for art and game making purposes. Additionally, the past and present accomplishments of artists and designers are studied to help form the student's ability to perceive aesthetic qualities of art work and design. Students are guided to discover an individual creative path that explores his/her work within historical development of art and aesthetic significance of these developments in society and culture. The purpose of developing a creative path is to study the creation of objects and digital means of expressing or conveying aesthetic concepts and ideas. Since digital art making is an extension of the tradition of art making, this class is an amalgam of traditional and digital art making and it emphasizes the symbiotic relationship between them.

Course Objectives – This course aims to:

Familiarize the students with basic visual elements
Introduce drawing the human form to the students
Sensitize the students to interaction of color and type as a form
Make the students aware of composition of the 2D picture plane
Have the students become aware of game mechanics as an artistic conceptual vehicle
Introduce the students to the fundamentals of programming concepts
Make the students aware of the progression of art and aesthetic significance of these developments in society and culture
Help the students understand their own art work in context of the contemporary art world
The students will begin the formation and exploratory discovery of their own creative path

Course Work Evaluation Breakdown
Please note that grades are assigned as follows:
(I use experience points instead of a traditional grading system)

Level 10 = 2000 EXP = A+
Level 9 = 1800 EXP = A
Level 8 = 1600 EXP = B
Level 7 = 1400 EXP = C
Level 6 = 1200 EXP = D
Level 5 = 1000 EXP = F
Level 4 = 800 EXP = F
Level 3 = 600 EXP = F
Level 2 = 400 EXP = F
Level 1 = 200 EXP = F
Level 0 = 0 EXP = F

Late assignments policy: assignments are accepted up to 7 calendar days late – for each late day 10 points will be deducted from the grade.

There will be no tests.

These are totals – you will be informed of the actual points each task is worth when you are given the guidelines.

Attendance will be taken and when I am grading your project I will take off points for missed classes for that project.

Projects are worth 2000 EXP

The instructor is the final arbiter of all grades for the class.

Also note that you are responsible for your earning your own experience points. It takes 10,000 hours to become an expert in anything – that is 5 years at 40 hours a week (with a 2 week vacation). I am expecting that you spend at least 8 hours a week in addition to class time each week to study. You will have approx 9835 more hours to go when you leave this class.

Course Readings:

Required Texts [these are all on reserve in the library so they do not need to be purchased if you don't have the money for them]
ISBN-10: 1568989695
ISBN-13: 978-1568989693
Ellen Lupton   Thinking with Type, 2nd revised and expanded edition: A Critical Guide for Designers, Writers, Editors, & Students

ISBN-10: 0300115954
ISBN-13: 978-0300115956
Josef Albers   Interaction of Color: Revised and Expanded Edition

ISBN-10: 0471289604
ISBN-13: 978-0471289609
Wucius Wong   Principles of Two-Dimensional Design

All additional readings I provide to enhance the learning process.

Course Schedule:

Ramping up – skill building – drawing, – typography, color, 2D design

Date and course objective	Lectures and Assignments	Drawing [perpetual assignment throughout the semester]
Jan 5

Familiarize the students with basic visual elements

Introduce drawing the human form to the students

Make the students aware of the progression of art and aesthetic significance of these developments in society and culture

The students will begin the formation and exploratory discovery of their own creative path

Sensitize the students to interaction of color and type as a form | Premise Discovery and development, Renaissance Drawing techniques and the relationship with Comic Book drawing, Color, Letter As Form [Bauhaus]

Renaissance Drawing techniques and the relationship with Comic Book drawing. What does DaVinci and contemporary comic book illustration have in common? What is DaVinci's influence today? Students learn to analyze DaVinci's drawing techniques and interpet how the historical development of drawing has informed illustrators of today. | **Drawing the human figure - first lesson** |
| Jan 12

Make the students aware of composition of the 2D picture plane

Sensitize the students to interaction of color and type as a form

Make the students aware of the | Color Theory, Repetition [Illustrator],Text and Grid, [In Design] explored through the teachings of the Bauhaus. The students analyze: How are the historical developments of the Bauhaus still relevant? Is it important to have form follow function as they taught? Students interpret how they are using the lessons of the Bauhaus in their work tdoay. | |

progression of art and aesthetic significance of these developments in society and culture	The use of maquettes in the creative process. Book assignment	
Jan 19		
Jan 26		
Feb 2		Sketchbook check = **166 points**

Learning game design and prototyping

Date/Subject	Lectures	Drawing
Feb 9 Have the students become aware of game mechanics as an artistic conceptual vehicle Make the students aware of the progression of art and aesthetic significance of these developments in society and culture Help the students understand their own art work in context of the contemporary art world	Game Design Concept document development; intro the game crafter [Photoshop and Illustrator], Narratology and Ludology: Exploration of play historically and contemporarily. Exploration of play historically and contemporarily. What is the secret art history of games? How were games used in ancient China [Go]? How were dice games used by the Etruscans? What was the role of games in Victorian times? What impact did the mass production of games have on the status of games? The students are asked to interpret and analyze how we can we define and refine games today.	**Drawing the human figure** **– Second lesson**
Feb 16 Familiarize the students with basic visual elements The students will begin the formation and exploratory discovery of their own creative path	Play testing – Iteration – game crafter preparation.	

Feb 23 Familiarize the students with basic visual elements	Storyboarding as planning strategy.	

Learning iTorque

Date/Objective	Lectures	Drawing
Mar 1 Introduce the students to the fundamentals of programming concepts	iTorque Game Engine Introduction The Integrated Development Environment of the iTorque game engine and debugging with the Torsion script editor is introduced. The students become familiar with the how the visual editor in the game engine works with the scripting editor and the ability to change how the game plays through script changes. The concept of behaviors is introduced.	
Mar 8 Introduce the students to the fundamentals of programming concepts	iTorque – Tutorial and scripting This lesson introduces the fundamentals of programming to the students. Variables, conditional branching, looping, classes and inheritance are all covered and the students are all required to write their own behavior to control an aspect of gameplay in their game. The Torque suite of game engines all use TorqueScript which is a C based [derived] programming language. Learning a C based language helps to introduce other C based languages and to strengthen the students possible present knowledge of Java, C# and C.	Sketchbook check = **167 points**
Mar 15		**Drawing the human figure – Third lesson**

Mar 29		
Apr 5		**Human figure sketchpad due = 167 points**
Apr 12		
The students will begin the formation and exploratory discovery of their own creative path	Final Presentation Students present their premise and the work that they produced throughout the semester that explored his/her premise and its historical and aesthetic significance in society and culture. They will have a book, a table top game and an iPhone application/game to share.	

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 "NCIAS Course/Instructor Evaluation" in the subject heading. The email will be sent to your official ASU e-mail address.

Withdrawals: **The instructor will NOT withdraw students for any reason.** Specifically, students should be aware that non-attendance will **NOT** automatically result in their being dropped from the course. Therefore, if a student does not attend class during the first week or for any extended period of time during the semester, they should not presume that they are no longer registered. It is the student's responsibility to be aware of their registration status.

Please note the following dates:
Classes Begin – Session C   January 5, 2012
Martin Luther King Jr. Holiday Observed – University Closed   January 16, 2012
Spring Break – Classes Excused March 19-25, 2012
Classes End – April 24, 2012
Final Exams – Session C April 26 – May 2, 2012

Add/drop deadlines are found here: https://students.asu.edu/tuitiondeadlines

Any withdrawal transaction must be completed by May 3, 2011, at the registrar's office. If not, you will still be officially enrolled and you will receive a grade based on your work completed.

For additional information about ASU's withdrawal policy and the possible consequences of withdrawing from a class, contact Registration Services or your academic counselor.

Students are responsible for their registration status!

The Grade of Incomplete: A grade of incomplete will be awarded only in the event that a documented emergency or illness prevents a student who is doing acceptable work from completing a small percentage of the course requirements at the end of the semester. The guidelines in the current general ASU catalog regarding a grade of incomplete will be strictly followed. **A grade of incomplete will NOT be awarded unless there is documented evidence of extreme personal or immediate family hardship.** Changes in work hours, child-care emergencies, or other similar personal problems will not be approved as reasons for awarding incompletes. The Director of the Division of Humanities Art and Cultural Studies must approve all incomplete grade requests.

Reasonable Accommodations for Students with Disabilities: The Disability Resource Center (DRC) provides information and services to students with any documented disability who are attending ASU West. Individualized program strategies and recommendations are available for each student as well as current information regarding community resources. Students also may have access to specialized equipment and supportive services and should contact the instructor for accommodations that are necessary for course completion.

Academic Integrity and Code of Conduct:
As defined in the *ASU Student Academic Integrity Policy*:
http://provost.asu.edu/academicintegrity.

Each student has an obligation to act with honesty and integrity, and to respect the rights of others in carrying out all academic assignments. A student may be found to have violated this obligation and to have engaged in academic dishonesty if during or in connection with any academic evaluation, him or her:
  - Engages in any form of academic deceit;
  - Refers to materials or sources or employs devices (e.g., audio recorders, crib sheets, calculators, solution manuals, or commercial research services) not authorized by the instructor for use during the academic evaluation;
  - Possesses, buys, sells, obtains, or uses, without appropriate authorization, a copy of any materials intended to be used for academic evaluation in advance of its administration;
  - Acts as a substitute for another person in any academic evaluation;
  - Uses a substitute in any academic evaluation;

> Depends on the aid of others to the extent that the work is not representative of the student's abilities, knowing or having good reason to believe that this aid is not authorized by the instructor;
> Provides inappropriate aid to another person, knowing or having good reason to believe the aid is not authorized by the instructor;
> Engages in plagiarism;
> Permits his or her work to be submitted by another person without the instructor's authorization; or
> Attempts to influence or change any academic evaluation or record for reasons having no relevance to class achievement.

IAP 105 follows the ASU Academic Integrity Policy in the administration of all course examinations and assignments. Violations of the University Academic Integrity policy will not be ignored. Penalties include reduced or no credit for submitted work, a failing grade in the class, a note on your official transcript that shows you were punished for cheating, suspension, expulsion and revocation of already awarded degrees. The university requires that the implementation of any of these penalties for violations of the academic integrity policy be reported to the Dean's office. The Integrity Policy defines the process to be used if the student wishes to appeal this action.

In IAP 105 you are expected to follow the *ASU Student Code of Conduct* (http://students.asu.edu/srr/code) especially when communicating with your peers, instructors, and teaching assistants. Violations of the student code of conduct may result in withdrawal from the class.

Final Exam Make-up Policy: The final exam schedule listed in the Schedule of Classes will be strictly followed. Exceptions to the schedule and requests for make-up examinations can be granted only by the director of the Division of Humanities Art and Cultural Studies for one of the following reasons:

1) religious conflict
2) the student has more than three exams scheduled on the same day
3) two finals are scheduled to occur at the same time

Make-up exams will NOT be given for reasons of non refundable airline tickets, vacation plans, work schedules, weddings, family reunions, or other such activities. Students should consult the final exam schedule before making end-of-semester travel plans.

If there is a last-minute personal or medical emergency, the student may receive a grade of Incomplete and makeup the final within one calendar month. The student must provide written documentation and be passing the class at the time to receive an Incomplete. A signed "Request for Grade of Incomplete" must be submitted by the student and approved by the student's instructor and the Director of the Division of Humanities Art and Cultural Studies.

The instructor reserves the right to make changes to this syllabus as needed.