

## GENERAL STUDIES COURSE PROPOSAL COVER FORM

### Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School College of Integrative Sciences and Arts Department/School Leadership/Interdisciplinary Studies  
Prefix: IDS Number: 316 Title: Integration: Humanities Contexts - Topic: Mixed-Media Art Journaling Units: 3

Course description: Explores how the practice of integrating knowledge, skills and perspectives from multiple sources can be used to better understand human thought and creativity.

Is this a cross-listed course? No  
(Choose one) If yes, please identify course(s): \_\_\_\_\_

Is this a shared course? (Choose one) If so, list all academic units offering this course: \_\_\_\_\_

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a **permanent-numbered** course with topics? Yes(Choose one) Yes

If **yes**, each topic requires **an individual submission**, separate from other topics.

**Requested designation:** (Choose One) HU

**Mandatory Review:** (Choose one) Yes

*Note- a **separate** proposal is required for each designation.*

**Eligibility:** Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact [Phyllis.Lucic@asu.edu](mailto:Phyllis.Lucic@asu.edu).

### Submission deadlines dates are as follow:

For Fall 2020 Effective Date: **October 10, 2019**

For Spring 2021 Effective Date: **March 5, 2020**

### Area 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. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

### 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 course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

**It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.**

### Contact information:

Name Andi Hess E-mail andihess@asu.edu Phone 480-727-3265

### Department Chair/Director approval: (Required)

Chair/Director name (Typed): Kevin Ellsworth, Date: 3/18/2021

Chair/Director (Signature): 

**Arizona State University Criteria Checklist for**  
**HUMANITIES, ARTS AND DESIGN [HU]**

**Rationale and Objectives**

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories, and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The arts have as their primary purpose the creation and study of objects, installations, performances, and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of artwork and design.

The Humanities, Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of artwork and design. The knowledge acquired in courses fulfilling the Humanities, Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised March 2021

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

| <b>ASU - [HU] CRITERIA</b>  |                                     |  |   |
|---|-------------------------------------|--|---|
| <b>HUMANITIES, ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2 or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria <b>A CENTRAL AND SUBSTANTIAL PORTION</b> of the course content.</b> |                                     |  |   |
| YES   | NO                                  |  | Identify Submitted Documentation That Demonstrably Provides Evidence  |
| <input checked="" type="checkbox"/>   | <input type="checkbox"/>            | 1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.  | Syllabus p. 1: Catalog Description, Learning Objectives and Judgement Free Zone<br><br>Assignment Example #1                  |
| <input type="checkbox"/>  | <input checked="" type="checkbox"/> | 2. Concerns the interpretation, <b>critical</b> analysis, or creation of written, aural, or visual texts; and/or the <b>critical analysis (not summary or memorization)</b> of historical development of textual traditions. |   |
| <input checked="" type="checkbox"/>   | <input type="checkbox"/>            | 3. Concerns the interpretation, critical analysis, or engagement with aesthetic practices; and/or the <b>critical analysis (not summary or memorization)</b> of historical development of artistic or design traditions.     | Assignment Example #3<br>Assignment Example #2  |
| <input type="checkbox"/>  | <input type="checkbox"/>            | 4. In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:   |   |
| <input type="checkbox"/>  | <input checked="" type="checkbox"/> | a. Concerns the development of human thought, with emphasis on <b>demonstrable critical analysis</b> of philosophical and/or religious systems of thought.   |   |
| <input type="checkbox"/>  | <input checked="" type="checkbox"/> | b. Concerns aesthetic systems and values, especially in literature, arts, and design.  |   |
| <input checked="" type="checkbox"/>   | <input type="checkbox"/>            | c. Emphasizes aesthetic experience and creative process in literature, arts, and design.   | Syllabus p. 1: Course Description and Learning Objectives<br><br>Syllabus p. 2 Course Overview<br><br>Assignment Ex #2 and #3 |
| <input type="checkbox"/>  | <input checked="" type="checkbox"/> | d. Concerns the <b>demonstrable critical analysis</b> of literature and the development of literary traditions   |   |
|   |                                     | <b>THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, ARTS AND DESIGN:</b>  |   |
|   |                                     | <ul style="list-style-type: none"> <li>Courses devoted primarily to developing skill in the use of a language.</li> </ul>  |   |

| <b>ASU - [HU] CRITERIA</b> |   |  |
|----------------------------|---|--|
|                            | <ul style="list-style-type: none"><li>• Courses devoted primarily to the acquisition of quantitative or experimental methods.</li></ul> |  |
|                            | <ul style="list-style-type: none"><li>• Courses devoted primarily to teaching skills.</li></ul>   |  |

| Course Prefix | Number | Title                      | General Studies Designation |
|---------------|--------|----------------------------|-----------------------------|
| IDS           | 316    | Mixed-Media Art Journaling | HU                          |

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)   |
|----------------------------|---|---|
| 1                          | This is a course on the role of humanities perspectives in building an interdisciplinary world view. This course examines a wide variety of values, philosophies, and aesthetic systems as students build a personal creative practice. | Rather than teaching particular fine art skills, this course examines the connections between insights from visual arts (color theory, composition), narrative arts (story telling, symbolism), and other fields (history, architecture, psychology, health). Attention is given to the development of the student's understanding of context and interplay between principles of theory and application in their own creative work. One example lesson (assignment example 1) from the course is provided along with the relevant sections in the syllabus (course overview, objectives, modules list). In this lesson, students watch lecture videos on symbolism in art from historical perspectives and color symbolism and psychology, and learn a small bit about the role of tarot as symbolic art in an illiterate population. These then act as a starting point for the students' art pieces for the week, which are posted and explained in the weekly galleries (assignment example 3). |
| 3                          | This course asks students to interpret and engage with aesthetic practices as they make art each week.  | As described above for #1, each lesson provides a piece of history and/or theory from a variety of disciplinary lenses, which they then incorporate into their art making process. The goal is not to create "good" art, but to try to integrate new things in new ways and then to reflect on the process (assignment example 2 & 3).  |
| 4c                         | This course has students creating 3 different art projects each week, providing them the experience of the creative art and design process.   | Throughout the course students are engaged with their own creations using different art mediums and techniques. Students then post their work and provide titles and descriptions of their creation and practices. Each week students then get the opportunity to reflect on what is going well in their creative practice including the use of new supplies, techniques, and any challenges they faced. This gives them the opportunity to engage in critical thinking about   |

|  |  |   |
|--|--|---|
|  |  | the role of covered principles and aesthetic systems in their work. In the course book <i>Big Magic</i> , students also learn a variety of strategies for overcoming fear and developing persistence and habits of creative work. |
|  |  |   |

IDS 316     Integration: Humanities Contexts

**Course Description:**

Explores how the practice of integrating knowledge, skills and perspectives from multiple sources can be used to better understand human thought and creativity.

# IDS 316: Mixed Media Art Journaling

ASU Online | Spring 2021

This course is offered by the College of Integrative Sciences and Arts. For more information about the college, visit our website: <https://cisa.asu.edu/>. If you have questions or concerns, please send your inquiry to [cisa@asu.edu](mailto:cisa@asu.edu).

## Learning Objectives

At the completion of this course, students will be able to:

- Demonstrate the ability to apply an integrative process within a particular context.
- Critically reflect on an integrative skill or process within a particular context.
- Evaluate the significance of the various insights, perspectives, and components relevant to an integrative process within a particular context.
- Identify a variety of concepts from the visual arts such as color theory and the elements of design
- Utilize concepts such as voice and image in storytelling.
- Produce a creative work in the form of a personal art journal that utilizes various forms of media and story telling

## Judgement Free Zone

For many, art can be a scary form of expression. I want to assure you that you will not be judged or graded based on your fine arts skills in this class.

Making art has many benefits, including mental and physical health benefits, that have nothing to do with whether or not you can draw or paint realistically, or any other goal you may or may not have for your art practice. What will be most important for this course is developing the habit of creating. The rest is icing.



## Course Time Commitment

Every three-credit course requires at minimum 135 hours of work. Please expect to spend **around 18 hours each week** in these accelerated sessions preparing for and actively participating in this course.

Andi Hess  
[andihess@asu.edu](mailto:andihess@asu.edu)

Office Hours by Appointment via:  
<https://calendly.com/andihess/office-hours>

## Catalog Description

This course explores how the practice of integrating knowledge, skills and perspectives from multiple sources can be used to better understand human thought and creativity.

In this special topic course, we will explore mixed media art journaling as a form of narrative expression. We will emphasize a variety of concepts and techniques from both the visual and narrative arts. Students will learn to use them to create a personal art journal over the course of the class.

## Textbook & Supplies

1. **Big Magic by Elizabeth Gilbert.** Any paperback, ebook, or audiobook version will do fine.
2. **Some form of physical art journal.** I like the Dylusions art journals, but a Canson spiral bound mixed-media or watercolor paper journal is a great option as well.  
  
I would suggest that the paper you choose will be probably the most important part of supply selection. You want something that can hold up to water. That's why watercolor paper works so well. If you're going to splurge anywhere, splurge here.
3. **Whatever art supplies you want to collect.** I will not be requiring specific supplies in this class, but start gathering what inspires you now: paper materials for collage, interesting textures to paint with such as bubble wrap, etc. We will talk much more about supply options.
4. Additional readings as posted on Canvas

## Course Overview

Your overall goal in this class is to make something, and to do it regularly, at least 3 times per week. During the course of the semester, we'll learn how to pull in different techniques and media, and we'll examine how we can use different humanities perspectives to enhance our understanding of the experience of being human (hint: that's what the humanities are).

## Weekly Schedule

Each week (Monday through Sunday) should look something like this:

- Schedule three or more times per week to create.
  - These can be the three live sessions I host, or sessions you do on your own, or whatever. You might decide to make it a part of your routines, such as sketching in the morning before you start your day, or journaling before bed with paint and collage. Whatever you're drawn to that works for your schedule and your creative process is fine.
- Use the weekly materials to help you along
  - Each week there will be readings or videos, inspiration & tutorial links, etc, and a bingo card of prompts for extra credit.
- Post your 3 spreads in the class gallery for up to 25 points each (75 total).
- Earn an additional 50 points off the weekly menu
  - Incorporate another 50 points from the menu into your spreads (new techniques, etc).
  - (please submit more ideas to me for the menu!)
- At the end of the week (ie, on Monday for the week you just finished), total up your points earned and take the 2 weekly surveys.
  - The Weekly Points Report will ask you to report on how you earned your 50 points off the weekly menu,
  - The Weekly Check In has a variety of reflection questions. The reflection questions are worth another 25 points per week.

## Course Requirements

| Assignments             | Points Each              | Total |
|-------------------------|--------------------------|-------|
| Introduction Discussion | 25                       | 25    |
| Live Sessions Survey    | 10                       | 10    |
| Weekly Gallery Posts    | 25 each, 3 per week (x6) | 450   |
| Weekly Points Report    | 50 (x6)                  | 300   |
| Weekly Check In Survey  | 25 (x6)                  | 150   |
| Book Discussion         | 25                       | 25    |
| Course Reflection       | 40                       | 40    |
|                         |                          | 1000  |

## Modules

Module 1: Courage  
Module 2: Consistency  
Module 3: Color  
Module 4: Composition  
Module 5: Communication  
Module 6: Creativity

## Participation

This class relies heavily on every student's participation. A good portion of the learning throughout the course will come from class discussions. As such, regular participation is mandatory.

## Late or Missed Assignments

No late assignments will be accepted in this class. Most assignments have to do with consistently making time for creative practice. You can't go back and make up creative sessions you missed. It's like working out – if you miss your work out on Monday, you can always do another one on Tuesday, but you can't get back Monday's missed session.

## Grading

|    |                             |
|----|-----------------------------|
| A  | 900-1000 points             |
| B  | 800-899 points              |
| C  | 700-799 points              |
| D  | 600-699 points              |
| E  | 599 points or below         |
| EU | Failing, did not complete   |
| EN | Failing, never participated |

*Deadlines are the LAST possible time to turn things in. In order to be successful in the course you should be working ahead of these deadlines and checking in regularly to respond.*

## Office Hours

Office hours are a time each week when I promise to be in my office (either in person or virtually, depending on the semester) for whatever you may need. In the event that office hours need to be moved or rescheduled, I will let you know through Canvas. If the time listed doesn't work for you, email me and we can also make alternate appointments. You do not need to make an appointment. Just show up. You are not expected to come to office hours if you don't need to talk to me, however, if you are struggling, I will expect that you have come to office hours to discuss it with me. Office hours can be used to discuss questions about things like (this is not an exhaustive list):

- Homework/assignments/quizzes/etc
- Progress in the course
- Course materials
- Anything I say (or the book says) that you do not understand
- Future IDS courses and options
- Other areas of scholarly inquiry that interest you
- Study Abroad opportunities
- Interviewing/Internships/etc

## Course Announcements

Course Announcements is a link on the left side of your course opening page. Check the Course Announcements frequently as this is where the instructor will communicate with you about changes, modifications, clarifications and the weekly general grading comments from your written work.

## Submitting Assignments

All assignments, unless otherwise announced, MUST be submitted to the designated dropbox on Canvas. **Do not submit an assignment via email. In cases where MyASU or Canvas is down**, the following steps must be followed.

- Check <http://syshealth.asu.edu/> to see if the system is down or if it could be your computer/browser/internet, etc. If it is not an ASU issue, please contact the help desk (instructions at the bottom of this syllabus).
- If <http://syshealth.asu.edu/> shows that MyASU or any other ASU site is down, please take a screenshot, and submit the assignment along with the screenshot by email, before the due date for time stamp purposes.

Once ASU service has been restored, submit the assignment AND the screenshot to the appropriate dropbox, along with a comment noting that you submitted on time by email, and are submitting late due to a technical issue with supporting documentation. **(GRADES WILL NOT BE UPDATED FROM ASSIGNMENTS SENT BY EMAIL. ONLY SUBMISSIONS IN THE DROPBOX WILL BE GRADED).**

### Course Access

Your ASU courses can be accessed by both [my.asu.edu](http://my.asu.edu) and [asu.instructure.com](http://asu.instructure.com); bookmark both in the event that one site is down.

### Zoom Recordings

The contents of this course, including lectures and other instructional materials, are copyrighted materials. Students may not share outside the class, including uploading, selling or distributing course content or notes taken during the conduct of the course. Any recording of class sessions is authorized only for the use of students enrolled in this course during their enrollment in this course. Recordings and excerpts of recordings may not be distributed to others.

# Cheating and Plagiarism

Read this even if you think you have never done it, as the definition is broad so take care! You are expected to use your own words and develop your own ideas on each assignment. When you refer to, quote, or paraphrase sources, you need to cite and reference them per **APA 6<sup>th</sup> Edition Style**.

- Cheating and plagiarism include, but are NOT limited to, the following:
  - "Copying and pasting" chunks of content from the internet without quotation marks – even if you cite the source. Always write your assignments "in your own words."
  - Presentation of the ideas or words of others (from either print or electronic media) without proper bibliographic credit (i.e., citation) to the source in the text / references of the paper.
  - Use of direct quotations without quotation marks or other acceptable formatting and / or without reference credit to the source
  - Paraphrasing without reference credit to the source
  - Submitting material written by someone else as one's own
  - Submitting other person(s)'s work, information, property (i.e., transcripts) as one's own
  - Purchasing, borrowing, or downloading research papers and submitting them as one's own work
  - Copying another student's work in part or in whole
  - Allowing someone to copy one's work
  - Submitting the same paper for more than one course without the knowledge and approval of both instructors
  - Making up reference sources, information or entries

## Academic Integrity

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>. Additionally, required behavior standards are listed in the Student Code of Conduct and Student Disciplinary Procedures, Computer, Internet, and Electronic Communications policy, and outlined by the Office of Student Rights & Responsibilities. Anyone in violation of these policies is subject to sanctions.

## Grade Appeals

Grade disputes must first be addressed by discussing the situation with the instructor per the below guidelines. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the [CISA Grade Appeals policy](#). To request reconsideration of a grade you must take the following steps:

1. Review the assignment and its instructions.
  2. Compare your work with the grading criteria, instructor feedback, announcements, tips, etc.
  3. Wait at least 24 hours after the grade and feedback announcement is posted to allow any surprise, shock, or anger you may feel to cool and allow time for you to do a proper review as described here.
  4. Submit an appeal in writing after 24 hours but within one week from the time the grades are posted. After that, the opportunity for appeal is lost. Also, "in writing" may be via email that is formally/professionally written (not in casual email-speak).
  5. Pinpoint the discrepancy between the instructions and the grade awarded
  6. Provide a cogent, well-written argument explaining how your work met the instructions and criteria.
  7. Indicate the grade (or number of points) you feel you **earned**--not the one you want.
- Grading is not based on effort. Effort is part of what college means; quality dictates the grade.

NOTE: An appeal does not necessarily equate to getting the extra points. However, if all directions are followed, all appeals will be carefully and open-mindedly reviewed.

## Additional Course Policies

### Computer Access Requirements

ASU Sync classes can be live streamed anywhere with the proper technology. We encourage you to use a PC or Apple laptop or desktop equipped with a built-in or standalone webcam. You will need an internet connection that can effectively stream live broadcasts. It is recommended that your internet download speed is at least 5.0 mbps. You can use this [tool to test your current connection](#).

- We do not recommend the use of iPads or Chromebooks because these devices do not work for class exams that may be proctored remotely.

### Additional Requirements

This course requires the following technologies:

- Web browsers ([Chrome](#), [Mozilla Firefox](#), or [Safari](#))
- [Adobe Acrobat Reader](#) (free)
- [Adobe Flash Player](#) (free)
- Webcam, microphone, headset/earbuds, and speaker
- Microsoft Office ([Microsoft 365 is free](#) for all currently-enrolled ASU students)
- Reliable broadband internet connection (DSL or cable) to stream videos.

*Note:* A smartphone, iPad, Chromebook, etc. will not be sufficient for completing your work in an online environment. Although you will be able to access course content with mobile devices, you must use a computer for all assignments, quizzes, and virtual labs completed in Canvas.

### Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. Grades on assignments will be available within 72 hours of the due date in the Gradebook.

### Late or Missed Assignments

No late work is accepted in this class. Notify the instructor **BEFORE** an assignment is due if an urgent situation arises and you are unable to submit the assignment on time.

Follow the appropriate University policies to request an [accommodation for religious practices](#), or to request accommodation for missed assignments [due to University-sanctioned activities](#) or [active military service](#).

### Communicating with your Instructor and Classmates

#### Classroom Community

To build a course climate that is comfortable for all, it is important that students (1) display respect for all members of the class – including the instructor and students; (2) pay attention to and participate in all interactive student partner/instructor sessions and activities; and (3) observe the rules of appropriate online behavior (also known as *netiquette*). This term is defined by the instructor and includes keeping course discussion posts and oral communication with other students (or the instructor) focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. In addition, they must avoid racist, sexist, homophobic, or other negative language that may unnecessarily exclude course members. This is not an exhaustive list of behaviors; rather, it represents examples of the types of things that can have a dramatic impact on the course environment. Your final grade may be reduced each time you engage in the types of negative behaviors indicated above.

#### Community Forum

This course uses a Canvas discussion topic called "Community Forum" for general questions and comments about the course. Check the syllabus, announcements, and existing posts to ensure it's not redundant prior to posting a question or comment. You are encouraged to respond to the questions of your classmates.

Use Canvas inbox to send questions of a personal nature to your instructor. You can expect a response within 24 hours on weekdays.

### Email

ASU email is an [official means of communication](#) among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly.

**All instructor correspondence will be sent to your ASU email account.**

### Submitting Assignments

For your own protection, you should keep a copy of everything you hand in, and you should keep your graded assignments at least until grades are finalized at the end of the semester in the event you wish to contest any grades.

All assignments, unless otherwise announced by the instructor, **MUST** be submitted to the designated area of Canvas. Do not submit an assignment via email.

Assignment due dates follow Arizona Standard time. Click the following link to access the [Time Converter](#) to ensure you account for the difference in time zones. Note: Arizona does not observe daylight savings time.

### Course Time Commitment

Coursework includes all learning activities including reading, watching videos, studying, and completing assignments. Arizona Board of Regents (ABOR) requires 45 hours of coursework per credit for college-level courses, which translates to:

- 1 credit hour = 45 total hours
- 2 credit hours = 90 total hours
- 3 credit hours = 135 total hours
- 4 credit hours = 180 total hours
- 5 credit hours = 225 total hours

ASU courses range in length from 6 weeks to 15 weeks. Below is a breakdown of the 135-hour required time commitment for a three-credit course divided among weeks for courses of various lengths.

| Course Length | Time on Coursework per Week for a 3-credit course | Total Time Requirement for a 3-credit Course |
|---------------|---|--|
| 6 weeks       | 22.5 hours  | 135 hours                                    |
| 7.5 weeks     | 18 hours  | 135 hours                                    |
| 8 weeks       | 17 hours  | 135 hours                                    |
| 15 weeks      | 9 hours   | 135 hours                                    |

### Drop and Add Dates/Withdrawals

If you are unable to take this course for any reason, be aware that there is a limited timeline to [drop or add the course](#). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Withdrawing as a Financial Aid Recipient](#), [Medical/Compassionate Withdrawal](#), and a [Grade of Incomplete](#).

### Harassment Prohibited

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status, and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Students are encouraged to report harassment to instructors and the Dean of Students Office.

## Student Conduct

ASU and the College of Integrative Sciences and Arts expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the [Student Code of Conduct and Student Disciplinary Procedures](#), [Computer, Internet, and Electronic Communications policy](#), [ASU Student Academic Integrity Policy](#), and outlined by the [Office of Student Rights & Responsibilities](#). Anyone in violation of these policies is subject to sanctions. [Students are entitled to receive instruction free from interference](#) by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per [Instructor Withdrawal of a Student for Disruptive Classroom Behavior](#). The Office of Student Rights and Responsibilities accepts [incident reports](#) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

## Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately.

## Disability Accommodations

Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to the instructor at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

**Disability Resource Center** ([eoss.asu.edu/drc](https://eoss.asu.edu/drc))

**Email:** [DRC@asu.edu](mailto:DRC@asu.edu)

**DRC Phone:** 480-965-1234

**DRC FAX:** 480-965-0441

## Statement on Inclusion

Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access, and have an impact on our community, state, nation, and the world. To do that requires our faculty and staff to reflect the intellectual, ethnic, and cultural diversity of our nation and world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities. We recognize that race and gender historically have been markers of diversity in institutions of higher education. However, at ASU, we believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality, and intellectual perspective.

## Mental Health

As a student, like anyone else, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating, and/or lack of motivation. These emotional health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. ASU Counseling Services provides counseling and crisis services for students who are experiencing a mental health concern. Any student may call or walk-in to any ASU counseling center for a same-day or future appointment to discuss any personal concern. Here is the website:

[eoss.asu.edu/counseling](http://eoss.asu.edu/counseling). After office hours and 24/7 ASU's dedicated crisis line is available for crisis consultation by calling 480-921-1006.

### **Establishing a Safe Environment**

Learning takes place best when a safe environment is established in the classroom. In accordance with [SSM 104-02](#) of the Student Services Manual, students enrolled in this course have a responsibility to support an environment that nurtures individual and group differences and encourages engaged, honest discussions. The success of the course rests on your ability to create a safe environment where everyone feels comfortable to share and explore ideas. We must also be willing to take risks and ask critical questions. Doing so will effectively contribute to our own and others' intellectual and personal growth and development. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of others' viewpoints, whether you agree with them or not.

All incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off-campus) must be reported to the ASU Police Department (ASU PD) and the [Office of the Dean of Students](#). If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

### **Prohibition of Commercial Notetaking Services**

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.

### **Course Evaluation**

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available. The results are always anonymous and cannot be reviewed by the instructor/department until after final grades have been posted.

### **Trigger Warning**

Please note that some course content may be deemed offensive by some students, although it is not my intention to offend anyone. In addition, some materials that we link with online might also be considered offensive, troubling, or difficult to review in terms of language or graphics. I attempt to provide warnings when introducing this kind of material; yet, if I forget to do so, or if something else (in my materials or posts from fellow students) seems offensive, please contact me at [andihess@asu.edu](mailto:andihess@asu.edu), or the faculty head, [kevin.ellsworth@asu.edu](mailto:kevin.ellsworth@asu.edu)

### **Academic Affairs Manual**

For a complete guide to Arizona State University course policies, please refer to the [Academic Affairs Manual \(ACD\)](#).

### **Syllabus Disclaimer**

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Remember to check your ASU email and the course site often.

### **Student Success**

To be successful:

- check the course daily
- read announcements
- read and respond to course email messages as needed
- complete assignments by the due dates specified
- communicate regularly with your instructor and peers
- create a study and/or assignment schedule to stay on track
- access [ASU Online Student Resources](#) or [CISA Academic Resources](#)

# Communication

## Assignment Example #1



## Communication

How many ways can you think of to communicate? We tend to think of communication through words (both written and oral), but if you've ever taken a COM class you might have also learned about "non-verbal communication." This includes things like gestures, tone of voice, facial expressions, etc.

It turns out, there are just as many facets to visual communication. In your art, you may be telling a story or depicting a scene, or you might have a favorite quote or your journaling on a page (using actual words), or you may be saying something to your viewer (even if it's just you) in a different way.

Have you ever heard an art historian talk about what each particular item and its placement or color *means* in a painting? Have you ever thought to yourself, "how on earth would you know that the blue curtains represent sadness and not just the fact that he liked the color blue?"

Now, you may be like me and get lost anytime someone starts down these paths. No joke, I got Ds in Art History - twice. Still, let's take a look

at the way art historians understand art. Don't worry too much about all the info thrown out here, but see what you get out of this lesson in "how to read a painting."

## The Death of Socrates: How To Read A Painting



There are so, so, so many ways to communicate and art allows you to use more than just the written words. This is really helpful when you think about language gaps, for example communicating things where a particular language isn't precise enough. We do this all the time in speech using metaphors, but of course you can also draw it out. How much better is a map than verbal directions if you don't know the city you're in?

## Symbolism

You probably have heard of at least the idea that we psychologically react to particular colors, and we did the color wheel exercises, so let's start there. First, watch this quick lesson on each color's symbolism and psychology:

## Color Symbolism



Now let's take it further. I was listening to a podcast that was discussing the history of tarot the other day and the discussion largely focused on the symbolism on the cards. Tarot was created as a card game in renaissance Italy, and throughout the last several hundred years the symbolism on each card has evolved but largely stayed the same. What caught my attention was a statement by one of the guests about how in the 17th century, for example, most people couldn't read but *EVERY SINGLE PEASANT* would understand the very common symbols on the cards (also used in other situations, not just tarot). That's what made the cards useful - they triggered subconscious ways of looking at particular situations (ie, the "power" is in recognizing what you already know subconsciously, not in the cards). He made the point that we are much less likely to be in tune with the symbolism in our environment nowadays.

*To be clear - I'm not advocating you should all learn tarot as a form of divination, I'm using it here because it's one of the best examples of symbolism in art.*

Of course, we do have new symbols, and you can think about the evolution of emojis and how they take on shared meanings that clearly go further than just their art.

Here's a quick example of a process drawing with symbolism

## How to Create Art With a Message - With Meaning - Symbol...



## Inspiration

Here are some prompts this week to help you think about symbolism and visual communication

- What colors have you noticed you've been drawn to throughout this course? How do they make you feel? Pick a color you don't normally use and use it as the main color in a spread this week. Reflect on how it makes you feel when you post it in your write up.
- What's something on your mind right now? Go and google historical symbols for that thing and make a spread about it.
- Alternatively, if you remember your dreams, you can look into what symbols appear to your unconscious and make art about that.
- Do a virtual tour of a museum or any famous artist's gallery where you can read about the pieces. Find a piece you like and search for a few different write-ups on the symbolism and meaning behind the piece.
- In your artwork, decide what story you want to tell (or a piece of a story, or an emotion or event), and do some research about what symbols might be representative. Tell your story in your spread - only symbolically.

 Published[Preview](#) Edit

## Assignment Example #2

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### Week 1 Check In

This is how you get your points for this class. It says it's a quiz but it's not, that's just the best way to assign points.

1. How many creative sessions did you make time for this week?
2. Did you try any new supplies this week?
3. Did you try any new techniques this week?
4. What went well in your creative practice this week?
5. What were your main challenges?
6. When are your creative sessions scheduled for next week?
7. Anything else about this week?

**Quiz Type** Graded Survey

**Points** 25

**Assignment Group** Check In

**Shuffle Answers** No

- Time Limit** No Time Limit
- Multiple Attempts** Yes
- Score to Keep** Highest
- Attempts** Unlimited
- View Responses** No
- One Question at a Time** No
- Require Respondus LockDown** No
- Browser**
- Required to View Quiz Results** No
- Webcam Required** No
- Anonymous Submissions** No

| <b>Due</b> | <b>For</b> | <b>Available from</b> | <b>Until</b>      |
|------------|------------|-----------------------|-------------------|
| Mar 15     | Everyone   | -                     | Mar 15 at 11:59pm |

[\*\*Preview\*\*](#)

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## Assignment Example #3

This is a graded discussion: 75 points possible

due Apr 11

Week 5 Gallery

### Week 5: Monday 3/5 - Sunday 3/11

The overall goal is to have 3 creative sessions a week. We're going to be posting those pages here (there'll be a new gallery board each week).

#### **Your spreads must be posted on three different days**

For each spread you make, post here.

- *Include a title for each piece*
- *Include a short paragraph, either explaining what the piece means, or what new stuff you tried, or whatever makes sense for the piece.*
- *Use the "embed image" button. It looks like this:*



- *When you embed it, change the dimensions so that the first number is 500 or less:*

## Attributes

Alt text

Describe the image to improve accessibility

Decorative Image

Indicates the image is for decorative purposes only and should not be read by screenreaders

Dimensions  x

Aspect ratio will be preserved

Unread



✓ Subscribe

← Reply