

UNIVERSITY OF MICHIGAN-FLINT
COURSE CHANGE REQUEST for GenEd Distribution

* * * This change is not effective for registration or publication until this request has been reviewed by the Provost. * * *

Change Effective for Term: Fall 2010

School/College: College of Arts and Sciences (CAS)

Department: Communication and Visual Arts

Subject: **ARH**

Course Number: **140**

Check here for NO CHANGE:

INACTIVATE Course

INACTIVATE Crosslisting(s)

INSTRUCTIONS: Only where a change is requested, please complete the Requested Change column below; leave other lines blank. Add separate page(s) if space provided is not sufficient for your response.

AS CURRENTLY OFFERED

1. Title: History of Graphic Design
2. Credit Hours: (3)
3. Repeat Status: (see CURRENT Course Description below)
4. Crosslisting(s): COM 140.
5. GE Distribution: h

REQUESTED CHANGE

- to:
- to: Total ____ -or- Variable ____ to ____
- to: Max of ____ credits -or- _____
- to:
- to: FYE First Year Experience CAP Capstone
H Humanities S Social Science
 GB Global Studies F Fine Arts
 HW Health&Well Being FQ Finance&Qnt Lit
 N Nat Science and / or NL Nat Sci Lab
 T Technology

6. CURRENT Course Description:

Chronological survey of graphic design through slide lectures. The course will study how graphic design responded to international, social, political, and technological developments since 1450. Emphasis will be on printed work from 1880 to present and the relationship of that work to other visual arts and design disciplines.

7. NEW Course Description (as it should appear in the Catalog):

**UM-FLINT
RECEIVED**

OCT 13 2009

College of Arts & Sciences
Dean's Office

REQUESTED BY:

[Signature] 9-29-09
 Department Chair Date

[Signature] 10-12-09
 Department Chair of Crosslist(s) or Prerequisite(s) Date

[Signature] 10/17/09
 Dean Date

 Dean of Crosslist(s) or Prerequisite(s) Date

 GECAC Date

REVIEWED BY:

 Catalog Editor Date

 Provost Date

 Catalog Coordinator (Registrar's Office) Date

REQUEST FOR GENERAL EDUCATION DISTRIBUTION DESIGNATION

Directions: Please indicate which learning outcomes will be addressed in this course (place the corresponding number and outcome where indicated). A minimum of five learning outcomes must be addressed for a course to be eligible for general education distribution designation. Please provide a brief narrative as to how the course objectives/key concepts address each learning outcome selected, and indicate what tools for assessment will be used.

Course Title: History of Graphic Design		
Department: ART	Course Prefix: ARH	Course Number: 140
No. 2	Learning Outcome: Demonstrate facility with research methods	
<p>Narrative: The course goals include students understanding and utilizing a range of research sources in arts and humanities texts, web-based resources, lectures, and field trips. In a final research paper, students will identify different origins for their research topics selected from two or more time periods, cultures, or genre/movements. As part of the composite grade, they will be required to identify and demonstrate which periods were most relevant and interesting and submit a rationale and original source for their topic selection.</p> <p>Assessment tools: A research methodology paragraph included in the final (research) paper first draft.</p>		
No. 3	Learning Outcome: Demonstrate the ability to think critically	
<p>Narrative: Students will demonstrate the ability to construct a thesis or position on an individual artist, or artists, or art genre, culture, or art period of importance and support the thesis or position with argumentation and supporting evidence.</p> <p>Assessment tools: An evaluation of the central argument or thesis defense of any paper through an analytical rubric comparing assertions and ideas weighted by the support and quality of the sources.</p>		
No. 5	Learning Outcome: Produce competent written work	
<p>Narrative: Student will demonstrate the ability to write competent research papers on art history topics as assigned in the course. They will organize and present sources effectively; substantiate their opinions, thoughts, and emotions with reasonable arguments from reliable sources; and construct and develop ideas in logical steps.</p> <p>Assessment tools: A final research paper will be assessed through a process of benchmarks established by previous papers submitted and archived within the department. These will set the style and content benchmarks for scoring the writing competency.</p>		
No. 7	Learning Outcome: Use visual and non-verbal tools to enhance and decode messages	
<p>Narrative: Within the trajectory of an artist's, artists' or art genre's output exist traces of influence – whether the social fabric and ideas of the times, cultural traditions, or geographic possibilities. In these threads lie the roots of artistic creation demonstrated in symbols, icons, styles, and other oeuvres. Students study these elements and will be able to deconstruct, compare, and ultimately discover the influences that render the final construction and identify their origins.</p> <p>Assessment tools: A comparative analysis in the form of a short research paper asking for an identification and “mapping” of the sources of influence of an artists, group of artists, periods, or genre's of art production.</p>		
No. 8	Learning Outcome: Demonstrate knowledge of culture and the arts	
<p>Narrative: Students shall demonstrate a meaningful and insightful analysis of the text(s), aesthetic concepts and theories, and the creative works from and within cultures. This will include their arts, crafts, social structures or cultural traditions, and/or geographic uniqueness.</p> <p>Assessment tools: A research paper that requires students to demonstrate a comprehensive viewpoint of the course topic, including how the arts, crafts, social structures and cultural traditions, and/or geographic uniqueness contribution to the life of the people involved or affected.</p>		