SMC Core Curriculum Course Proposal Form Fall 2013

Electronically submit this course form and attachments to the Chair of the CCC by October 1. Please submit a separate proposal for each desired learning goal.

1. Name of Proposer: **Dan Leopard**
2. Email address: **drl1@stmarys-ca.edu**
3. Department/Program of Proposer: **Communication**

4. Name of Department/Program housing the course: **Communication**
5. Name(s) of Program Director/Department Chair: **Ed Tywoniak**
6. Course Acronym, Number and Title: **Comm 002, Communication and Social Understanding**

7. Proposal is for All Sections of the course: **XX**
   Proposal is for instructor’s section(s) (Pathways to Knowledge only): _____
8. Course Prerequisites (if any): **None**
9. Unit Value of Course: **1 credit**

10. Mark with an X the Learning Goal for which the course is being proposed. (Please submit a separate proposal for each desired goal.)

   **Pathways to Knowledge** (at most one)
   - Artistic Understanding – Artistic Analysis only: _____
   - Artistic Understanding – Creative Practice only: _____
   - **Artistic Understanding – Artistic Analysis and Creative Practice: XX**
   - Mathematical Understanding: _____
   - Scientific Understanding: _____
   - Social, Historical, Cultural Understanding: _____
   - Christian Foundations: _____
   - Theological Explorations: _____

   **Engaging the World** (as appropriate, generally zero to two)
   - American Diversity: _____
   - Common Good: _____
   - Community Engagement: _____
   - Global Perspectives: _____

11. Attachments:
   a) Sample Syllabus
   b) Teaching and Learning Narrative
**Comm 002 Artistic Understanding Designation Proposal**

**Teaching: how the course will guide students to achieve the learning outcomes.**

Communication 002, Communication and Social Understanding, provides students with a comprehensive overview of the theories and practices that form the core of the field of communication studies. Within this context, Comm 002 uses works of art (in the form of films, television programs, websites, blogs, images, and written texts) as exemplary cultural objects with which to examine the key concepts that the course covers. Consequently, students view works of art at intervals across the semester (see sample syllabus for examples) (1a) and discuss these works within the framework of communication, media, and culture (1b) and in so doing are asked to deploy the appropriate vocabulary and contexts (1c and 1d). All of these activities are explicit and progressive as students are called upon to explore further learning outcomes 1a-d in the form of short critical essays throughout the semester (which involves practices of looking and practices of critical evaluation within the communication context). As for outcomes 2a and 2b, students are required to create a final project that incorporates themes and ideas from throughout the semester. This final project calls upon design and creative production skills that are introduced at intervals throughout the semester and results in the production of an artifact appropriate to media and communication – a video, film, digital media, or sound project.

**Learning: how coursework will be used to measure student learning of the outcomes.**

Learning outcomes are assessed in relation to the following: course presentations on key topics (singly and in groups) and short critical essays that are submitted on an ongoing basis throughout the semester (1a-d). In addition, students take a mid-term exam or multiple quizzes that cover topics from the first half of the semester. This exam assesses students’ ability to carefully view works of art and communication (1a), analyze these works for form and meaning (1b), apply appropriate vocabulary (1c), and to explore each works significance (1d). The final creative project has several steps to completion (lectures and discussion on design and production and work-in-progress presentations) which foregrounds process as it relates to creative production (2a) and results in an appropriate artifact from media and communication (which is evaluated in relation to a rubric) and a short write-up which links the creative with the conceptual as presented by the course in its entirety (1a-d and 2a-b).
Note to the committee:

I just want to emphasize to the committee that design (2D, 3D, graphics, industrial, information, and such) is recognized as an art by most museums and art institutions throughout the world. Major museums – such as SFMOMA in the Bay Area and LACMA in Los Angeles – have departments dedicated to the acquisition and curating of design objects and in addition demarcate sizable areas of their exhibition space to design shows. Foundational to Communication as a field of study is the sub-field of visual communication and thus visual design serves as a fundamental artistic practice within the communication arena. In addition to this emphasis, socially-engaged art is a hallmark of global art production over at least the past 30 years – look at the various biennales and retrospectives of major artists and movements since the 1960s. Of course, this emphasis on social engagement and art practice can be seen to stretch even further back in Picasso’s work *Guernica* and in Goya’s work in general.