Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: College of Liberal Arts
   Department: Art

2. Course Prefix and Number: ARTS 2410
3. Effective Term: Fall 2012

4. Course Title: Printmaking: Relief
   Abbreviated Title (30 characters or less):

5. Requested Action:
   - Renumber a Course
   - Add a Course
   - Revise a Course
   - Current Course Number:
   - Proposed Course Number:
   - Type of Revision: Dxn, title

6. Course Credit:
   Contact/Group Hours: 6
   Scheduled Type:
   (e.g.: Lab, Lecture, Practicum, Directed Study)
   Studio
   Weekly or Per Term?
   Credit Hours: 3
   Anticipated Enrollment: 16
   Maximum Hours (Repeatability): 3
   Total Credit Hours: 3

7. Grading Type:
   - Regular (ABCDF)
   - Satisfactory/Unsatisfactory (S/U)
   - Audit

8. Prerequisites/Corequisites:
   P: ARTS1120, ARTS1210, and ARTS1710 and ARTS1720) OR
   ARTS1210 and ARTS1370), or (ARTS1710 and ARTS1730); Departmental Approval

9. Restrictions: List specific restriction in space above.
   - College
   - Major
   - Standing
   - Degree

10. Course Description:
    (20 Words or Less; exactly as it should appear in the Bulletin)
    Introduction to relief printmaking. Studio work supplemented with lectures, critiques, and readings.

11. May Count Either:
    - Program Type
    - Program Title
    - Requirement or Elective?
    (Indicate if this particular course cannot be counted for credit in addition to another)

12. Affected Program(s):
    (Respond "N/A" if not included in any program; attach memorandum if more space is required)
    Major
    BFA in Art
    Elective
    Major
    BA in Art
    Elective

13. Overlapping or Duplication of Other Units' Offerings:
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
    - Applicable
    - Not Applicable
14. Justification:

Changes to the Course Title and Course Description clarify the content of the course and provide clearer definition of the distinctions among each of the printmaking courses.

(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources:

Existing and allocated library resources are adequate. No new resources needed.

(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization -- i.e.: Dean -- where necessary; if no additional resources or shifting of resources will be necessary, respond "Not Applicable")

16. Student Learning Outcomes:

- Students will create several prints exploring both additive and subtractive methods of mono-printing.
- Students will create several relief prints using both single block and multi block approaches.
- Students will demonstrate basic understanding of color printing including registration techniques, color mixing, and design in regards to both mono-printing and relief printing.
- Students will track their thought process using an archive, composed of sketches, inspiration, week to week progress, and observations of their work post-critique.
- Students will develop a technical notebook. The technical notebook should effectively track information provided during demonstrations and tutorials. Several quizzes designed to test each student’s technical journal will be given during the semester.
- Students will learn how maintaining a safe and clean work area improves the quality of all work produced in the studio, following proper safety guidelines for using the presses, rollers, brayers, cutting tools, inks and associated chemistry.
- Students will learn to offer their peers effective and considerate feedback during formal and informal critiques.

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline:

Week 1
Introduction to the Course/ Review Syllabus/ Supply List/ General Shop Safety. Assign Flat Files.
Week 2
Assignment #1: Mono-printing. Demo: Basic Mono-printing techniques, working the plate, setting up the press, printing, cleaning up.
Week 3
In Class Work: Mono-Printing
Week 4
Group Critique/ Assignment #1 Due / Quiz #1 Mono-prints
Week 5
Assignment #2: Black and White Relief Print Demonstration: using transfer paper, cutting, keeping tools sharp.
Week 6
In Class Work: Project #2
Week 7
Demo: Printing wood cuts
Week 8
Assignment #3: Color Reduction, Demonstration: printing multiple colors from the same block.
Week 9
In Class Work: Color Reduction
Week 10
18. Assignments / Projects:

Projects/Assignments
- Project #1: Monoprint Suite: each student will complete a suite of monoprints using a 8”x10” plexiglass plate. Students should expect to make at least 12 prints (3 full sheets of paper). Color will be limited to CMYK. Look up: series, mutation, serial, non-sequentur.
- Project #2: Black and White Relief Print: each student will be provided with at least 1 irregular shaped block. Each student is responsible for generating 1 block for class use. Following the completion of our library of blocks students will work to create prints that utilize multiple blocks printed in black and white. Each student will create at least 1 unique “Frankenstein Print”. Expect to use 3-5 full sheets (22”x30”) of paper. Prompts: monsters, exquisite corpse.
- Reduction Print: students will use a 12”x16” woodblock and reduce it through at least 3 stages (not including paper white or back ground color). Image size will be 11”x15”. Students will start with at least 8 sheets of paper (2 full sheets quartered).
- Independent Project: Relief Printing. Students will propose a final project of their own consideration. Students should consider format, scale, repetition, color, and method. Students may combine mono-print and woodcut.
- Quiz #1: will address Mono-printing, including but not limited to preparing paper, plates, and ink, setting up the press, and clean up.
- Quiz #2: will address Relief printing, including but not limited to design considerations, setting up the press, registration, and color.

(List all quizzes, projects, reports, activities and other components of the course grade -- including a brief description of each assignment that clarifies its contribution to the course's learning objectives)

19. Rubric and Grading Scale:

Course Requirements/Evaluation
Each assignment will be evaluated using the following criteria and will be worth up to 135 points, there will be multiple assignments over the course of the semester.

1) Idea/Concept/Question
What was the initial inspiration for the piece? How has it been carried through? How has it changed, expanded, or mutated during the process of making the work? How well does the student articulate the process by which their work is created? 25 points

2) Design/Drawing/ Layout
How are the overall elements of the project considered? Does the final form show the best possible consideration of the design elements? Does the drawing/color/format/scale chosen by the artist suit the final piece? 25 points
3) Sketch Book/ Archive
Is there a clear sense of notation and documentation of the piece from conception to execution? An archive will clearly show the development of an idea and should include the following: 3 pages of sketches, 2 pages of source material with reflection, 1 brief statement of intent or investigation, 1 calendar, 1 post project response. Other pages might include: in progress notes, notes regarding artists, color tests/studies, budgets, material tests, working proofs... 25 points

4) Finish/Craft/ Quality
What is the degree of care shown to the work? Is the paper torn down, correctly signed, free of fingerprints and unintentional smudges? Does it appear that the artist has considered the presentation and craft of their work? 15 points

5) Push/Growth
Is the student invested in the project or are they looking for the lowest common denominator? How far does the student take the work? Does the work exceed the project demands? Is the piece a success, failure, or is it timid and medium? Does the piece consider the successes or failures of previous assignments, if so how does it attempt to build upon success and rectify those failures? Does the work show consideration for feedback gathered from peers and/or the instructor? 15 points

6) Time Management
Did the student utilize class time fully? Was the student prepared for class with ideas and supplies? Did the student use their calendar well? Was enough time allotted for experimentation, consideration, and refinement? More than meeting a deadline, time management requires consistent vision and commitment to any project. 15 points

7) Assignment Requirements
Could be a technical or conceptual assignment to aid in the completion of a project. For example, print in color, use a chine colle, or read and respond to a text or listen and respond to a podcast. 15 points

Other Grading Criteria
Quizzes/ Technical Notebook Will reflect a student’s understanding of techniques covered in class as well as procedures related to using the studio. 20-30 points each

Critiques
During each critique students will be evaluated on their participation. Students will receive credit for each thoughtful comment they provide. All comments will be averaged and students will receive points based on a curve. 20 points for each critique.

Clean Up
All students need to participate in keeping the studio clean during the semester as well as the end of semester final clean up. 60 points

Grading Scale:
• A (90–100%)
• B (80–89%)
• C (70–79%)
• D (60–69%)
• F (≤ 59%)

(List all components of the course grade -- including attendance and/or participation if relevant -- with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade)
20. Justification for Graduate Credit: N.A.

(Include a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.))

(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Student Policy eHandbook, Faculty Handbook, or any existing university policy.)

POLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoenas for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please consult the Student Policy eHandbook for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g.:hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1229 Haley Center, 844-2096 (V/TT).