Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: College of Architecture, Design and Construction
   Department: Department of Industrial and Graphic Design

2. Course Prefix and Number: GDES 1220
   3. Effective Term: Fall 2012

4. Course Title: Foundation Design 2
   Abbreviated Title (30 characters or less):

5. Requested Action:
   - Renumber a Course
   - Add a Course
   - Revise a Course

6. Course Credit:
   Contact/Group Hours Schedule Type Weekly or Per Term? Credit Hours Anticipated Enrollment
   | Maximum Hours (Repeatability) | 8 | 4 studio | weekly | 4 | 80 |
   | Total Credit Hours: | 4 |

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

8. Prerequisites/Corequisites:
   Use "P:" to indicate a prerequisite, "C:" to indicate a corequisite, and "P/C:" to indicate a prerequisite with concurrency.
   P: GDES majors only; departmental approval. C: GDES 1110.

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)
    Elements and principles of design with emphasis on basic three dimensional design. Emphasis on spatial organization, color, media exploration, planning and craft.

11. May Count Either: ARTS 1220
    (Indicate if this particular course cannot be counted for credit in addition to another)
    Program Type Program Title Requirement or Elective?
    (e.g.: minor, major, etc.) (e.g.: MS in Chemistry, Performance Option, Minor in Art) (required or optional?)
    | BFA | GDES | requirement |

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

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:

Foundation sequence is being revised for GDES in order to provide a dedicated hour per week to address course content in lecture/discussion format and to fit the standard 4 hour GDES studio offering.

(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:

N/A

(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:

Each of the six projects is designed to produce the following outcomes which will be evaluated following the completion of each project.

- visual problem solving through creative process
- visualization of three dimensional concepts in two dimensional form
- visualization of three dimensional concepts in three dimensional form
- application of basic design concepts learned in 2D design to spatial problems
- development of aesthetic awareness and perception
- color theory application
- establishing high standards for craftsmanship and self discipline
- development of oral communication skills and self criticism
- using the vocabulary two and three dimensional design

(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:

<table>
<thead>
<tr>
<th>Week</th>
<th>Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug 16 Classes begin / cover syllabus / supply list / What is Graphic Design / Assign Research, thumbnail studies for #1</td>
</tr>
<tr>
<td>2</td>
<td>21 Research 1 due / Project 1, Modular Relief Composition, work in class Roughs (1–2 ideas)</td>
</tr>
<tr>
<td></td>
<td>23 Rough Crit, revised rough, begin final</td>
</tr>
<tr>
<td>3</td>
<td>28 Execute final design for Project 1</td>
</tr>
<tr>
<td></td>
<td>30 Critique Project 1, Assign Research, thumbnail studies for #2</td>
</tr>
<tr>
<td>4</td>
<td>Sept 04 Research due, Project 2, Modified Geometric Solid, Roughs (1–2 ideas)</td>
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<tr>
<td></td>
<td>06 Rough Crit, revise rough, begin final</td>
</tr>
<tr>
<td>5</td>
<td>11 Execute final design for Project 2</td>
</tr>
<tr>
<td></td>
<td>13 Critique Project 2 / Assign Research, thumbnail studies for #3</td>
</tr>
<tr>
<td>6</td>
<td>week 6 18 Research due, Project 3, Point Line Plane develop roughs (1–2 ideas)</td>
</tr>
<tr>
<td></td>
<td>20 Rough Crit, revise rough, begin final</td>
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<tr>
<td>7</td>
<td>25 Execute final design for Project</td>
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<tr>
<td></td>
<td>27 Critique Project 3, Assign Research, thumbnail studies for #4</td>
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<tr>
<td>8</td>
<td>week 8 Oct 02 Research due, Project 4, Bird Nest Blues, Roughs (1–2 ideas)</td>
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<tr>
<td></td>
<td>04 Rough Crit, revise rough, begin final</td>
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<tr>
<td>9</td>
<td>week 9 06 Execute final design for Project 4</td>
</tr>
<tr>
<td>10</td>
<td>11 Execute final design for Project 4</td>
</tr>
<tr>
<td></td>
<td>week 10 16 Critique Project 4, Assign Research, thumbnail studies for #5</td>
</tr>
<tr>
<td></td>
<td>18 Research due, Project 5, Texture Pattern, develop roughs (1–2 ideas)</td>
</tr>
<tr>
<td>11</td>
<td>week 11</td>
</tr>
<tr>
<td>12</td>
<td>23 Rough Crit, revise rough, begin final</td>
</tr>
<tr>
<td>13</td>
<td>25 Execute final design for Project</td>
</tr>
</tbody>
</table>
week 12
30 Execute final design for Project
November 01 Critique Project 5, Assign Research, thumbnail studies for #6
week 13
06 Research due. Project 6, 3D in Context, Roughs (1–2 ideas)
08 Rough Crit, revise rough, begin final
week 14
13 Execute final design for Project 6
15 Execute final design for Project 6
20 Thanksgiving Break
22 Thanksgiving Break
week 15
27 Execute final design for Project 6
29 Classes end Final Critique
DESIGNATED FINAL PERIOD

(Provide a comprehensive, week-by-week breakdown of course content including assignment due dates)

18. Assignments / Projects:

Project 1, Modular Relief Composition
Exploration of bas-relief form. Create a modular relief sculpture. The overall composition should demonstrate the element of shape and the principle of rhythm revealed through the careful manipulation of light and shadow.
Outcomes: visual problem solving, visualization of concepts in 2Da and 3D form, application of basic design concepts, development of aesthetic awareness and perception, color theory application, setting craftsmanship standards, utilizing design vocabulary, development of oral communication skills and self criticism

Project 2, Modified Geometric Solid
Exploration of modified form. Starting with a basic cube design a full 3D piece which is derived from this form.
Solutions must:
be monochromatic - neutral grey or white
be geometric and crisp
be an obvious derivation of a cube
invite the viewer to move around the piece
The piece may be free standing or you may utilize a simple base for presentation
Outcomes: visual problem solving, visualization of concepts in 2Da and 3D form, application of basic design concepts, development of aesthetic awareness and perception, color theory application, setting craftsmanship standards, utilizing design vocabulary, development of oral communication skills and self criticism

Project 3, Point Line Plane
Exploration of potential of design to control the viewer's attention through scale, direction and repetition.
Create a composition using three dimensional element to represent point, line and implied plane.
Solutions must:
use linear elements to define space
include pointal elements to facilitate visual movement
include elements from found printed material as an abstract element
lead the viewer from one point to another through emphasis of a repeated focal point.
Outcomes: visual problem solving, visualization of concepts in 2Da and 3D form, application of basic design concepts, development of aesthetic awareness and perception, color theory application, setting craftsmanship standards, utilizing design vocabulary, development of oral communication skills and self criticism

Project 4 Auditory Inspiration
Exploration of interrupted or syncopated rhythm in expression of referenced musical forms.
Produce an abstract 3D design combining found materials from the street or collected from nature.
Found materials should be combined or manipulated to synthesize a new form. Any factory fresh manufactured materials used as substructures should be hidden from view.

Outcomes: visual problem solving, visualization of concepts in 2D and 3D form, application of basic design concepts, development of aesthetic awareness and perception, color theory application, setting craftsmanship standards, utilizing design vocabulary, development of oral communication skills and self criticism

Project 5 Texture Pattern
Create an interesting abstract design exploring pattern/texture using only one found repeated element.
Element will be repeated as many times as necessary to produce a form which becomes more than the sum of its parts.
Individual parts may be altered or modified to achieve greater variety within the form.
Any attachments, supporting structures or glue should not detract from the design.

Outcomes: visual problem solving, visualization of concepts in 2D and 3D form, application of basic design concepts, development of aesthetic awareness and perception, color theory application, setting craftsmanship standards, utilizing design vocabulary, development of oral communication skills and self criticism

Project 6 3D in Context, working in scale
Exploration of working in scale and representing concepts in forms accessible to varied time frames and audiences
Create a scale model of a large abstract outdoor public sculpture based on a specific location.
Your design must be an abstract 3D response to the environment in which it is to be placed.
The design will be represented renditions in 2D, placed in a drawn contextual schematic, and 3D, place in a scaled environment.

Outcomes: visual problem solving, visualization of concepts in 2D and 3D form, application of basic design concepts, development of aesthetic awareness and perception, color theory application, setting craftsmanship standards, utilizing design vocabulary, development of oral communication skills and self criticism.

(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:

To succeed in this course each student is expected to approach this course with a professional attitude and a willingness to work. Doing only the minimum required is the average approach and may at best achieve average results.

Each of the six projects will be equally weighted in figuring the final grade. Your participation in class discussions and critiques is expected. Failure to contribute constructively in these situations will be reflected in each project grade. The final grade will be adjusted for attendance as noted above.
The following three items should be seen as significant factors in determining each project's grade:

1. Process: documented research, development and execution of individual assignments (within specified limitations- including deadline, medium, etc.) ability to conceptually and apply processes to new techniques ability to visualize and execute concepts effectively
2. Design: creative use of the elements and principles of design within the framework of a given assignment
3. Craft/Presentation: appropriate utilization of skills and media (craftsmanship), contribution in critiques

Grading
Each assignment will be graded individually after a general class critique. Projects will be returned with a brief explanation of the grade. Your final grade will be an average of 6 individual grades plus consideration for attendance.
<table>
<thead>
<tr>
<th>Grading Scale:</th>
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</thead>
<tbody>
<tr>
<td>A = 100 - 90</td>
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<tr>
<td>B = 89 - 80</td>
</tr>
<tr>
<td>C = 79 - 70</td>
</tr>
<tr>
<td>D = 69 - 60</td>
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<tr>
<td>F = 59 and below</td>
</tr>
</tbody>
</table>

A Excellent- Work showing strong ability, creativity and self motivation. Demonstrates an understanding of the project objectives and a mastery of project skills. Work demonstrates an ability to utilize resources beyond what is offered in class while still observing the parameters of the assignment. Excellent class participation, craft and presentation.

B Very good- Work demonstrates a clear understanding of key issues and project objectives. Work is sound without going beyond the expected. Good class participation, craft and presentation.

C Average- Project objectives are addressed while work contains deficiencies of design, craft and/or presentation. There may not be a strong correlation between the problem and the solution. Minimal class participation.

D Poor- Work that is carelessly and poorly executed. Decisions relating to the problem are vague. Work demonstrates a minimum acceptable understanding of project objectives. Poor class participation and craft indicating lack of commitment.

F Unacceptable- Work not up to standard for a college student. Little class participation, poorly executed craft and presentation. Work demonstrates a lack of understanding of the objectives of the problem. Shows little evidence of an awareness of aesthetic decisions in relation to design. May indicate late or incomplete work.

(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.))

(Include 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 Tiger Cub, 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, subpoena 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 see the Tiger Cub 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 Tiger Cub 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 special accommodations in class, as provided for by the Americans With Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodation Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 12BB Haley Center, 844-2066 (V/TT).
GDES 1220
3-D Design for Fine Art and Graphic Design
3 Credit Hour Studio- 5.5 contact hours a wk
Spring Semester 2012
Professor: John S. Morgan
Office: 219 Wallace Hall
ph 844-33878
e-mail- morgaj3@auburn.edu

Course Description:
Elements and principals of basic three-dimensional design. Emphasis on spatial organization, color, media exploration and craftsmanship.

Course Objectives:
This course is designed to introduce art and design students to application of the basic elements of design to 3D design through reading, lectures and specific assignments.
The course will focus on:
application of basic design concepts learned in 2D design to spatial problems
using basic vocabulary of design
proper utilization of tools
visual problem solving through creative process
setting high standards for craftsmanship
presentation skills
establishing good work habits
developing aesthetic awareness and judgement of 3D design
development of verbal communication skills

To succeed in this course the student is expected to approach the class with a serious professional attitude and a willingness to work. Doing just what is required is the average approach which will achieve at most average results.

Attendance:
An effective environment in studio courses necessitates student-teacher contact as well as contact between students themselves. It is evident that only those students attending class can benefit from critiques, demonstrations, lectures, or other exchanges which take place during class.
It will be the policy of this class to allow a maximum of three absences for the semester. However, each succeeding absence will incur a penalty of one letter grade from the final grade average. Arriving unprepared or late two times will be counted as one absence. Students arriving late for critique will also be counted absent. Class will begin promptly at 3:00 and end at 5:45. Students are expected to come to class prepared and stay for the full class. You are expected to keep up with your own attendance record. Remaining in this class indicates that you understand this policy and accept the consequences for failure to abide by these guidelines. Students must find out from peers when work is missed because of an unexcused absence. In the case of excused absences the student is responsible to contact the instructor to arrange for a schedule to make up missed work.

Critiques:
Each project will conclude with a class critique at which time work will be displayed and discussed. Attending and participating in all critiques is important. Students are expected to make objective contributions in the discussion of their work and that of others. Missed critiques may not be made up.

Grading:
Six major projects will be given during the semester. Four short research papers will be assigned on lectures, reading assignments or exhibitions assigned to attend. Each assignment will be graded and a brief written evaluation given with explanation of the grade assigned. Your final grade will be an average of eight grades: six individual project grades; one averaged grade for four papers; one grade for verbal contribution in critiques throughout the semester. Final grades may be adjusted for poor attendance as stated. To receive a passing grade all work must be complete at the assigned deadline. Late work completed and turned in by 5:45 pm on the due date will receive a grade no higher than "D". Late work will not be accepted on the day following the due date.

A Excellent- Work showing strong ability, developing creativity and self motivation. Demonstrates an understanding of the project objectives and a mastery of project skills. Work demonstrates an ability to utilize resources beyond what is offered in class while still observing the parameters of the assignment. Excellent craft and presentation.

B Very good- Work demonstrates a clear understanding of key issues and project objectives. Work is sound without going beyond the expected. Good craft and presentation.

C Average- Project objectives are addressed while work contains deficiencies of design, craft and/or presentation. There may not be a strong correlation between the problem and the solution.

D Poor- Work that is carelessly and poorly executed. Decisions relating to the problem are vague. Work demonstrates a minimum acceptable understanding of project objectives. Poor craft indicates a lack of commitment.

F Unacceptable- Work not up to standard for a college student. Poorly executed craft and presentation. Work demonstrates a lack of understanding of the objectives of the problem. Shows little evidence of an awareness of aesthetic decisions in relation to design. May indicate late or incomplete work.

Cases of alleged plagiarism will be handled as specified in the Tiger Cub.

There are no exams scheduled for this studio class.

Studio Rules:
-No music will be played during class hours
-Chipboard must be used on top of your desk at all times
-store chipboard before leaving class
-Work areas must be clean at the end of each class period
-All phones must be turned off before class begins
-Disruptive behavior will not be tolerated
-Inconsiderate behavior will not be tolerated

Any student failing to contribute to a positive professional working environment will be asked to leave and counted absent if the request is not respected after the first warning.

Special Accommodations:
Students who are registered with the office for students with disabilities are responsible to arrange a meeting with their professor. Please make an appointment with me no later than the second class day.
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>First Class Day - Introduction, assign research exercise, assign materials to bring to next class</td>
</tr>
<tr>
<td>11</td>
<td>Lecture - Design Process assign research exercise, assign materials to bring to next class</td>
</tr>
<tr>
<td>16</td>
<td>Work on Project #1 in class</td>
</tr>
<tr>
<td>18</td>
<td>Work on Project #1 in class</td>
</tr>
<tr>
<td>23</td>
<td>Critique completed Project #1, turn in project and research, assign Project #2 research</td>
</tr>
<tr>
<td>25</td>
<td>Work on Project #2 in class</td>
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<tr>
<td>30</td>
<td>Work on Project #2 in class</td>
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<tr>
<td>1</td>
<td>Work on Project #2 in class</td>
</tr>
<tr>
<td>6</td>
<td>Critique completed Project #2, turn in project and research</td>
</tr>
<tr>
<td>8</td>
<td>Lecture, assign Project #3, work in class, assign research for outside class</td>
</tr>
<tr>
<td>13</td>
<td>Work on Project #3 in class</td>
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<tr>
<td>15</td>
<td>Work on Project #3 in class</td>
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<tr>
<td>20</td>
<td>Work on Project #3 in class</td>
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<tr>
<td>22</td>
<td>Critique completed Project #3, turn in project and research</td>
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<tr>
<td>27</td>
<td>Assign Project #4, work in class, assign research for outside class</td>
</tr>
<tr>
<td>28</td>
<td>Note - Students may withdraw from a class up to Mid Semester work on Project #4 in class</td>
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<tr>
<td>6</td>
<td>Work on Project #4 in class</td>
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<tr>
<td>8</td>
<td>Work on Project #4 in class</td>
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<tr>
<td>13</td>
<td>Work on Project #4 in class</td>
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<tr>
<td>15</td>
<td>Critique completed Project #4, turn in project and research</td>
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<td>20</td>
<td>Assign Project #5, work in class, assign research for outside class</td>
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<td>22</td>
<td>work on Project #5 in class</td>
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<td>Spring Break</td>
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<td>3</td>
<td>Work on Project #5 in class</td>
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<tr>
<td>5</td>
<td>Critique completed Project #5, turn in project and research</td>
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<tr>
<td>10</td>
<td>Assign Project #6, work in class, assign research for outside class</td>
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<tr>
<td>12</td>
<td>No Class - Senior Project Final Review</td>
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<td>17</td>
<td>Work on Project #6 in class</td>
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<tr>
<td>19</td>
<td>Work on Project #6 in class</td>
</tr>
<tr>
<td>24</td>
<td>Work on Project #6 in class</td>
</tr>
<tr>
<td>26</td>
<td>Critique completed Project #6, turn in project and research</td>
</tr>
<tr>
<td>30</td>
<td>Class end</td>
</tr>
</tbody>
</table>

Calendar Subject to revision based on the ability of the class and other circumstances*
General Materials List

There is no required text for this course

- graphite pencils- H, 2B, HB
- black markers- fine, medium, ultra-fine point
- sketchbook (no lined pages, must be spiral or bound) approx 11"x 14"
  X-acto knife and #11 blades
- scissors
- small pruning shears
- needle nose pliers
- rubber cement, glue stick, white glue, krazy glue, 5 min. epoxy
- hot melt glue gun and glue sticks
- metal T-square at least 24" long
- smaller metal or plastic ruler
- 45 degree triangle (10" min.)
- tracing paper roll or pad- small
- Bristol board 2 ply and 3 ply
- circle template
- compass
  utility knife and blades (no plastic handles or breakaway blades)
  illustration board (both single and double weight)
- 1/2" to 3/4" masking tape roll
- eraser- kneaded and white plastic
- tool box for supplies
- one full sheet of medium/heavy weight chip board to cover desk
  Camera for recording field research and preliminary models
    - options: 35mm SLR, Disposable Digital

* Bring to class on Thursday

Additional supplies will be required for specific assignments
Graded Assignments

Assignment #1   ________
Assignment #2   ________
Assignment #3   ________
Assignment #4   ________
Assignment #5   ________
Assignment #6   ________

Participation  ________

Paper 1-4_______
             ________
             ________
             ________\4= ________
             total    ________
             /8= ________

Your final grade will be an average of individual project grades, quizzes, a participation grade & consideration for attendance, professional attitude.

+     -     NA

-maximum of three unexcused absences during the semester -each succeeding absence will incur a penalty of one letter grade from the final grade average
-arriving unprepared or late three times will be counted as one absence

Attendance:
Absence ________________
Excused Absence________________
early/late________________
unprepared________________