

HONR 102: ART AND THE PUBLIC GOOD

In Workflow

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Approval Path

1. Tue, 20 Aug 2024 21:12:09 GMT
Jim German (james.german): Approved for SP Dean

Date Submitted: Tue, 20 Aug 2024 19:50:08 GMT

Viewing: HONR 102 : Art and the Public Good

Last edit: Tue, 20 Aug 2024 19:50:06 GMT

Changes proposed by: Lee Simpson (101042119)

Contact(s):

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Catalog Title:

Art and the Public Good

Class Schedule Title:

Art and the Public Good

Academic Group: (College)

SP - Special Programs

Academic Organization: (Department)

All College

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Spring 2025 (2025/2026 Catalog)

Subject Area: (prefix)

HONR - Honors Program

Catalog Number: (course number)

102

Course ID: (For administrative use only.)

201171

Units:

3

Is the only purpose of this change to update the term typically offered or the enforcement of existing requisites at registration?

No

In what term(s) will this course typically be offered?

Fall, Spring

Does this course require a room for its final exam?

Yes, final exam requires a room

This course complies with the credit hour policy:

Yes

Justification for course proposal:

We are moving the course from C2 to C1. Students in the GE Honors Program will complete their C1 course requirement at the upper division instead of the lower division.

Course Description: (Not to exceed 90 words and language should conform to catalog copy.)

This course explores the role of the arts as a catalyzing and infinitely variable means of pursuing the public good. Students will engage with the artistic process as well as learn how works of art have successfully upheld and challenged ideological conventions and helped change social and political systems. Strategies of making art will be examined in the form of specific visual and performativity methodologies, the context of the artist, and the public perception of various art forms.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Is this course designated as Curricular Community Engaged Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

Yes

Prerequisite:

Upper division status in Honors Program; GVAR certification before Fall 09; or WPJ score of 80+; or 3-unit placement in ENGL 109M or ENGL 109W; or 4-unit placement in ENGL 109M or ENGL 109W and co-enrollment in ENGL 109X; or WPJ score 70 or 71 and co-enrollment in ENGL 109X.

Prerequisites Enforced at Registration?

Yes

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Seminar

Seminar Classification

CS#05 - Seminar (K-factor=1 WTU per unit)

Seminar Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Identify, describe and analyze a wide range of historical and contemporary works of art within their historical and cultural contexts, using the vocabulary of visual art discourse.	Worksheets, papers, speeches
2	Critically read about, write about, and discuss the role of art in the public sphere.	Worksheets, papers, speeches
3	Find, analyze, and apply primary and secondary art historical sources to craft arguments supported by evidence.	Papers, speeches
4	Give effective speeches, both planned and extemporaneous, that argue a point of view persuasively.	Speeches
5	Develop soft skills such as collaboration, decision making, problem solving, critical thinking, and conflict resolution.	Papers, Reflections

Attach a list of the required/recommended course readings and activities:

HONR 102 Syllabus.docx

HONR 102 Learning Outcomes Map.docx

Is this course required in a degree program (major, minor, graduate degree, certificate?)

Yes

Has a corresponding Program Change been submitted to Workflow?

Yes

Identify the program(s) in which this course is required:**Programs:**

General Education Honors, Certificate

Minor in Honors Global Engagement and Leadership

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Knowledge of human cultures and the physical and natural world
Intellectual and practical skills

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

Yes

In which GE area(s) does this apply?

C1. Arts
Writing Intensive

Which GE objective(s) does this course satisfy?

Read, write, and understand relatively complex and sophisticated English prose.
Construct a non-fallacious verbal argument, recognize fallacious arguments, and follow the verbal arguments of others.
Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.
Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.
Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

HONR 102 Syllabus.docx

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

Yes

Provide a description of what would be considered common to all sections and what might typically vary between sections:

All sections will use a common syllabus.

Please write a statement indicating the means and methods for evaluating the extent to which the objectives of the GE Area(s) and any writing requirements are met for all course sections:

All courses in the GE Honors Program assess key assignments in each section to ensure courses meet GE objectives and writing requirements.

What steps does the department plan to take to ensure that instructors comply with the respective category criteria and who is responsible?

The GE Honors Program director reviews course syllabi and works with instructors to ensure GE criteria are met each semester.

General Education Details - Area C1: Arts

Section 1.

Please write a statement indicating the means and methods for evaluating the extent to which the objectives of Area C1 and the writing requirements are met for all course sections, and what steps does the department plan to take to ensure that instructors comply with the category criteria and who is responsible?

All courses in the GE Honors Program assess key assignments in each section to ensure courses meet GE objectives and writing requirements. The GE Honors Program director reviews course syllabi and works with instructors to ensure GE criteria are met each semester.

General criteria:

Indicate how the course is introductory and has no prerequisites.

Although an upper division course, the course does not require any prior knowledge of the arts. Students are exposed to a wide variety of art styles and genres across cultures and times. Selection of art varies by instructor expertise.

Indicate how the course is broad in scope or survey in nature.

This course explores the role of the arts across cultures and time. Students engage with the artistic process as well as learn how works of art have successfully upheld or challenged ideological conventions and helped change social and political systems. A variety of strategies of making art are examined in the form of specific visual and performativity methodologies, the context of the artist, and the public perception of various art forms. Students will not become experts in a single art form, but learn about art as a culturally specific and derived form of expression that can transcend cultures.

Specific criteria:

Indicate in written statements how the course meets each of the following Learning Criteria for Category C1. Relate the statements to the course syllabus and outline. Be as succinct as possible.

Think conceptually and critically about medium, performance or presentation, and production for at least one art form.

Teaching faculty may choose the art form that reflects their expertise. In the sample syllabus the instructor focuses on the visual arts. Using the Reacting to the Past role playing pedagogy students represent both artists and critics requiring them to think conceptually and critically about medium, presentation, and production of art. Completing worksheets, position papers, and speeches, students demonstrate their knowledge.

Demonstrate knowledge of artistic production, aesthetic properties, and the way creative work is shaped by artistic and cultural forces.

The Reacting to the Past role playing pedagogy requires students to demonstrate knowledge of artistic production, aesthetics, and cultural forces as they represent artists and critics within a specific time period. By developing position papers and speeches, students demonstrate their knowledge.

Have an acquaintance with a broad understanding of artistic forms, genres, and cultural sources.

The introduction to each Reacting to the Past game requires students to gain familiarity with a broad array of artistic forms, genres and cultural sources in order to situate their historical figures and scenario in its correct cultural and historical period.

Be able to develop and defend informed judgments about creative work

The Reacting to the Past pedagogy requires students to develop and defend informed positions on creative work, which they present in class in a variety of formats including written position papers, extemporaneous and formal speeches, and through the creation of their own works of art.

Includes a writing component described on course syllabus

1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

As a Writing Intensive upper division course, students write a total of 5,250 words completed through three strategy or character summary papers (1500 words total), four position papers (3,750 words total), plus three reflective assignments (not included in the word count). Students complete these assignments across the semester allowing for grading and feedback to insure students can improve with each assignment. The grade break down is included in the syllabus.

Section 2.

If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.

This course has been a C2 class. We are moving it to C1 to reflect a change in pedagogy and content expertise among faculty.

General Education Details - Writing Intensive

Section 1.

Indicate how the course meets the following criteria for Writing Intensive. Relate the statement to the course syllabus and outline. Be as succinct as possible. Courses must comply with the general criteria for Writing Intensive courses:

The course must build on the basic skills and knowledge acquired by students in their foundation courses in General Education or the major.

HONR 102 builds upon students' general knowledge of world history and cultures, along with writing skills developed in their lower division general education coursework. In HONR 102 students are expected to write with clarity, fluency, and creativity moving beyond the basic writing skills practiced in the lower division.

The course must expand students' knowledge by examining complex issues.

HONR 102 explores a variety of controversies in the world of art. Topics to be considered may include repatriation of stolen art from former colonial possessions, the erection of public murals and monuments and their intersection with public memory, definitions of "good" or "bad", "high" or "low" art, and appropriate use of public money to support the arts.

The course must expand students' abilities to reason logically and to write clearly in prose.

Students are required to develop game and character strategies along with position papers, which require logical reasoning and clearly written prose.

Students must be required to write not less than 5,000 words of clear and logical prose (not to include simple narrative or diary writing).

Students write a total of 5,250 words completed through three strategy or character summary papers (1500 words total), four position papers (3,750 words total), plus three reflective assignments (not included in the word count).

Instructors must work actively with students to sharpen analytical abilities and to improve their writing styles.

Students receive regular and consistent feedback through Canvas and Slack on each assignment to improve their writing styles.

Writing assignments must be spread over the entire semester (with at least 3,000 of the 5,000 words due before the last two weeks of instruction).

Writing assignments begin in week 3 and are paced across the semester with at least 3,000 of the 5,000 words due by week 11. See the course calendar for details.

Instructors must provide timely responses and evaluation of each writing assignment, and evaluations and comments must not only be about the subject matter content but also about writing skills.

Detailed feedback to each writing assignment including both subject matter content and writing skills is provided in Canvas. The Honors Writing Rubric (based on the University Writing Rubric) is applied to the position paper assignments. The rubric provides detailed feedback to students.

Section 2.

WRITING INTENSIVE

Recognizing the value of writing in all disciplines, as a tool in learning as well as conveying knowledge, the Academic Senate mandated that the teaching of writing be an all university responsibility. To that end, the Senate recommended that three units of Writing Intensive be a graduation requirement.

The chief aim of Writing Intensive is to promote students' ability to write logically and clearly, using standard written English, in their major discipline or in a discipline outside their major.

Course Requirement

The Writing Intensive requirement can be satisfied in one of three ways: a) Departments/programs may specify that the Writing Intensive requirement must be met in the major; b) In cases where the requirement is not specified as required in the major, the requirement must be satisfied by taking an Writing Intensive course in the General Education program, or c) student's choice.

Departments/programs wishing to have courses approved as Writing Intensive must submit the course syllabus to the General Education Review Committee which shall review and approve the course for listing as Writing Intensive. (General Education courses must also be approved for G.E. listing in the normal way.)

Criteria

Courses designated as Writing Intensive build on the basic skills and knowledge acquired by students in their foundation courses in General Education or the major. These courses are to expand students' knowledge by examining complex issues and they are to advance students' abilities to reason logically and to write clearly in prose.

The English Composition and Critical Thinking courses and the Writing Proficiency Examination are prerequisites to all Writing Intensive courses. Some Writing Intensive courses listed in the General Education program may explore more specialized topics and may thus require prerequisites, but most are to be courses of a broader nature and generally require no formal preparation in the discipline offering the course. Writing Intensive courses not in the General Education Program may also have prerequisites, but they should focus on the broad and general rather than the more technical areas of a discipline.

Students are required to write not less than 5,000 words (20 typed, double-spaced pages) of clear and logical prose in Writing Intensive classes. (Once a course is approved for Writing Intensive, all students enrolled in the class, whether they are taking it to fulfill their Writing Intensive requirement or not, must write no less than 5,000 words in order to receive a passing grade.)

An important aspect of the task of instructors is working actively with students to sharpen their analytical abilities and to improve their writing styles. Simple narrative and diary-type writing will not fulfill the requirement.

Writing assignments must be analytical in nature, discipline specific and spread out over the entire semester. (At least a total of 3,000 words of writing assignments must be due before the last two weeks of instruction.) Instructors must provide timely responses and evaluations of each writing assignment. Evaluations and comments must only be about the subject matter content but also address the writing skills. Additionally, evaluations and comments must be given to the students early enough to be reviewed before their next formal writing assignment is due.

Recommendations for Implementation

Although Writing Intensive courses have a 5,000 word requirement, this word requirement can be met by both formal and informal writing assignments. Instructors might require 10 pages each of formal and informal assignments (journals, responses to reading, for example). Yet all should require analysis in order to promote learning as well as improved writing skills.

Although the number of writing assignments depends upon the discipline and nature of the course, a study conducted by the Writing Intensive Committee in Spring 1988 discovered that those students who had been assigned a number of shorter assignments (usually four 5 page ones) reported that their writing had improved as a result, in part, of more frequent feedback. Those with only two long assignments reported that they did not feel the assignments had helped them improve their writing.

Please attach any additional files not requested above:

Honors Writing Rubric (Revised Fall 2020).docx

Key: 2777