

# ALS 103: CREATIVITY, MEANING, AND CRITICISM

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## In Workflow

1. ALS College Committee Chair (irwin@csus.edu; j.gallegos@csus.edu)
2. ALS Dean (mwilson@csus.edu)
3. Academic Services (catalog@csus.edu)
4. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
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6. Dean of Undergraduate (gardner@csus.edu)
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8. Catalog Editor (catalog@csus.edu)
9. Registrar's Office (k.mcfarland@csus.edu)
10. PeopleSoft (PeopleSoft@csus.edu)

## Approval Path

1. Thu, 07 Nov 2024 03:29:49 GMT  
Jacqueline Irwin (irwin): Approved for ALS College Committee Chair
2. Thu, 14 Nov 2024 21:38:10 GMT  
Melinda Wilson Ramey (mwilson): Approved for ALS Dean

Date Submitted: Wed, 30 Oct 2024 22:13:55 GMT

**Viewing: ALS 103 : Creativity, Meaning, and Criticism**

**Last edit: Thu, 14 Nov 2024 21:37:53 GMT**

Changes proposed by: David Toise (101012115)

**Contact(s):**

Name (First Last)	Email	Phone 999-999-9999
David Toise	dwtoise@csus.edu	916 202 9872

**Catalog Title:**

Creativity, Meaning, and Criticism

**Class Schedule Title:**

Creativity, Meaning, Criticism

**Academic Group: (College)**

ALS - Arts & Letters

**Academic Organization: (Department)**

Arts and Letters

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

Yes

**Please specify:**

CCE Only

**Catalog Year Effective:**

Fall 2025 (2025/2026 Catalog)

**Subject Area: (prefix)**

ALS - Arts and Letters

**Catalog Number: (course number)**

103

**Course ID: (For administrative use only.)**

202653

**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:**

This course meets learning outcomes for GE area C2. The purpose of this proposal is to have that reflected in the course catalog, so CCE students in completion degrees may take it to full GE requirements. The course is available only to students in CCE degree completion programs and is NOT available to matriculated state-side students.

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

This course examines the theoretical and practical bases that sustain the creative process, especially as it is engaged in the production and interpretation of meaning in the arts and literatures, as well as the foundation for their criticism.

**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?**

No

**Does this course have corequisites?**

No

**Graded:**

Letter

**Approval required for enrollment?**

No Approval Required

**Course Component(s) and Classification(s):**

Discussion

**Discussion Classification**

CS#02 - Lecture/Discussion (K-factor=1WTU per unit)

**Discussion 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	Analyze various sources of creativity and meaning	exam/quiz and/or informal writing; 5-7 page formal writing.
2	Explain how creativity, meaning, and criticism vary across cultural contexts	exam/quiz and/or informal writing; 5-7 page formal writing.
3	Identify the elements and processes involved in the critical assessment of creative production in the arts and humanities	exam/quiz and/or informal writing. 5-7 page formal writing.
4	Apply the content of this course to understand the meaning of art, literature, and/or performance	visual journal or creative project; final project incorporating formal writing and creative production/performance;

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

Yes

**Has a corresponding Program Change been submitted to Workflow?**

No

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

**Programs:**

BA in Arts and Letters

**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

**Attach Accessibility Checklist: (Optional at submission. Fulfills requirement to file with Dean's office.)**

ALS103SyllabusS24.pdf

### University Learning Goals

**Undergraduate Learning Goals:**

Competence in the disciplines  
 Knowledge of human cultures and the physical and natural world  
 Intellectual and practical skills  
 Integrative learning

**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?

C2. Humanities/3B. Humanities

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:

ALS103SyllabusS24.pdf

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?

No

## General Education - Area 3B: Humanities

Section 1.

Indicate in written statements how the course meets the following criteria for Area 3B. Relate the statements to the course syllabus and outline. Be as succinct as possible.

**Is broad in scope or survey in nature.**

Course readings and assignments consider theories of creativity in broad terms; readings about historical and cultural instances of creative endeavor cover diverse topics.

**Develops an understanding of and appreciation for the diversity of the human community.**

Learning outcomes include the following: 1. Identify various sources of creativity and meaning;

2. Explain how creativity, meaning, and criticism vary across cultural contexts. Readings and assignments, such as quiz/exams, informal writing, and formal academic writing assess these outcomes.

**Develops a comprehensive understanding and appreciation of the heritage being studied and transmits a knowledge of the Western and Non-Western cultural heritage in the humanities. Students should be able to:**

**Demonstrate knowledge of the conventions and methods of the study of the humanities.**

The following learning outcomes align with the demonstration of knowledge of the conventions and methods of study in the humanities: 1. Identify various sources of creativity and meaning; and

3. Identify the elements and processes involved in the critical assessment of creative production in the arts and humanities.

**Investigate, describe, and analyze the roles and effects of human culture and understanding in the development of human societies.**

Learning outcomes include investigation, description, and analysis of human culture and understanding: in particular, learning outcome #2 (explain how creativity, meaning, and criticism vary across cultural contexts) addresses this area. It is assessed by formal and informal writing.

**Compare and analyze various conceptions of humankind.**

Course outcomes and readings emphasize comparison and analysis of diverse conceptions of humankind, including learning outcome #2: explain how creativity, meaning, and criticism vary across cultural contexts. Learning outcome 2 is assessed by formal and informal writing.

**Demonstrate knowledge and understanding of the historical development of cultures and civilizations, including their animating ideas and values.**

Students examine "creativity, meaning, and criticism across cultural contexts," and as part of this examination they look at the historical contexts that locate these ideas in those cultures. This work will be assessed by informal writing and/or quiz/exams as well as in an essay assignment (5-7 page formal academic writing).

**In presenting the contribution and perspectives of people, the coursework addresses at least two of the following:**

- Women
- Ethnicity
- Socio-economic status
- Religious affiliation
- Disabilities
- Gays & lesbians

The course's focus on "creativity, meaning, and criticism across cultural contexts" requires that assigned texts reflect that diversity and that assignments engage with those texts. For example, readings from the sample syllabus include: "Bar Drinks, Rugas, and Gay Pride Parades: Is Creative Behavior a Function of Creative Self-Efficacy?" (Lemons, 2010); "Reading the Romance of Fan Cultural Production: Music Videos of a Television Lesbian Couple" (Ng, 2008); and "The indignados social movement and the image of the occupied square: the making of a global icon" (Rovisco, 2017). Readings like these address gays and lesbians, ethnicity, and women. Additional readings address other perspectives.

**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.]

Formal academic writing of 1500-1750 (see "Lifespan Creativity Biography paper on sample syllabus) is graded and returned to students for revision. In the sample syllabus, the draft is collected week 5 and revision collected week 7. The grade of the revised paper is worth 10 percent of the final grade. Grading is done following a rubric based on AAC&U writing rubric. (There is additional formal academic writing as part of the critical reflection piece of the final project.)

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 is available ONLY to CCE students in degree completion programs; it will not be available to matriculated state-side students.

**Please attach any additional files not requested above:**

ALS103SyllabusS24.pdf

**Reviewer Comments:**

**Amelia Qin (a.qin) (Wed, 06 Nov 2024 23:29:02 GMT):** Thank you for the proposal! The committee approves pending the following edits: 1. ELO#3 please use a stronger verb "Analyze" instead of "identify" (also as an effort to avoid repeating the same verb in the set of ELOs) 2. please add the Title IX statement. Thank you again. Amelia

**Jacqueline Irwin (irwin) (Thu, 07 Nov 2024 03:29:45 GMT):** Melinda - Please see comments from Scott above and make these changes before moving forward. Thank you, Jacqueline, ALS Curriculum Chair

**Melinda Wilson Ramey (mwilson) (Thu, 14 Nov 2024 22:11:57 GMT):** Course syllabus was mistakenly attached in accessibility section.

Key: 64