# DSGN 4: DESIGN AND THINKING

## In Workflow
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## Approval Path
1. Tue, 22 Oct 2019 20:24:02 GMT
   John Forrest (forrestj): Approved for DOD Committee Chair
2. Tue, 22 Oct 2019 20:31:15 GMT
   John Forrest (forrestj): Approved for DOD Chair
3. Sat, 16 Nov 2019 21:25:17 GMT
   Robin Fisher (rfisher): Rollback to Initiator
4. Fri, 14 Feb 2020 03:53:33 GMT
   John Forrest (forrestj): Rollback to Initiator
5. Tue, 18 Feb 2020 23:42:49 GMT
   John Forrest (forrestj): Approved for DOD Committee Chair
6. Tue, 18 Feb 2020 23:44:29 GMT
   John Forrest (forrestj): Approved for DOD Chair
7. Thu, 20 Feb 2020 22:12:26 GMT
   Robin Fisher (rfisher): Approved for ALS College Committee Chair
8. Mon, 24 Feb 2020 04:24:25 GMT
   Melinda Wilson Ramey (mwilson): Approved for ALS Dean

## History
1. Mar 8, 2019 by 212408496

## New Course Proposal
Date Submitted:Tue, 18 Feb 2020 22:48:45 GMT

## Viewing:DSGN 4 : Design and Thinking
## Last approved:Fri, 08 Mar 2019 18:48:01 GMT
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Changes proposed by: Douglas Dertinger (211415231)

**Contact(s):**

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|---|---|---|
| Dertinger, Doug | dderting@csus.edu | 916-278-4023 |

**Catalog Title:**
Design and Thinking

**Class Schedule Title:**
Design and Thinking

**Academic Group: (College)**
ALS - Arts & Letters

**Academic Organization: (Department)**
Design

**Will this course be offered through the College of Continuing Education (CCE)?**
No

**Catalog Year Effective:**
Fall 2020 (2020/2021 Catalog)

**Subject Area: (prefix)**
DSGN - Design

**Catalog Number: (course number)**
4

**Course ID: (For administrative use only.)**
203002

**Units:**
3

**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

**Does this course replace an existing experimental course?**
No

**This course complies with the credit hour policy:**
Yes

**Justification for course proposal:**
There are no changes to the existing course. The proposed change is for the course to be considered as GE A3.

**Course Description: (Not to exceed 80 words and language should conform to catalog copy.)**
An introduction to critical analysis of visual forms. This course introduces students to core principles of design by establishing and examining the framework around which visual forms are built and used in our society. Common ideas surrounding the logic of visual forms and the possibilities and limitations of their communicative range will be discussed.

**Are one or more field trips required with this course?**
No

**Fee Course?**
No

**Is this course designated as Service 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):**
Lecture

**Lecture Classification**
CS#02 - Lecture/Discussion (K-factor=1WTU per unit)
**Lecture 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: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."**
In completing DSGN, students will be able to: 1). Read, write, and understand relatively complex and sophisticated writing concerning visual imagery and its interpretation. 2). Apply their knowledge of the basic principles of design toward the description, analysis and interpretation of imagery, both 2- and 3-dimensional. 3). Approach, apply, and analyze visual forms to understand and evaluate the communicative intention. 4). Understand and critically engage differing cultural and historical formulations and applications of design principles, contextualizing the interpretation of visual forms through these differing formulations. 5). Follow the verbal and written arguments of others as addressed towards visual forms, and in turn construct and test their own interpretive arguments. 6). Apply basic forms of reasoning and visual logic to the analysis of visual forms in order to judge the soundness of various interpretations.

**Attach a list of the required/recommended course readings and activities:**
DSGN4 Readings_Activities.pdf

**Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above.**
Online quizzes: 1, 2, 3, 5, 6
In class discussions and group activities: 1, 2, 3, 4, 5, 6
Online discussions: 1, 2, 3, 4, 5
Projects: 2, 3, 5, 6

**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: |
| --- |
| BFA in Graphic Design |
| BA in Design Studies |
| BFA in Interior Architecture |
| BFA in Photography |

**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:**

Competence in the disciplines
Knowledge of human cultures and the physical and natural world
Integrative learning
Personal and social responsibility
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?**

A3. Critical Thinking

**Which GE objective(s) does this course satisfy?**

Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.
Read, write, and understand relatively complex and sophisticated English prose.
Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.
Use mathematical ideas to accomplish a variety of tasks.
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.
Gain a general understanding of current theory, concepts, knowledge, and scientific methods pertaining to the nature of the physical universe, ecosystems, and life on this planet.
Construct a non-fallacious verbal argument, recognize fallacious arguments, and follow the verbal arguments of others.

**Attach Course Syllabus with Detailed Outline of Weekly Topics:**

DSGN4 Syllabus.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 Details - Area A3: Critical Thinking

Section 1.

## Indicate in written statements how the course meets the following criteria for Category A3. Relate the statements to the course syllabus and outline. Be as succinct as possible.

**Students study about and consciously develop skills in critical thinking.**

Through readings, discussions, and course activities that involve the analysis of visual forms, students will be exposed to various elements of critical thinking and interpretation in regard to visuality. Models of visual form and their corresponding logic will be introduced and discussed. With the instructor, students will be lead through various models of description, analysis, and evaluation to help develop their critical approach to visual forms and visual communication.

**Knowledge through logical analysis and argument construction is pursued throughout the course.**

The course will consistently engage the students in various modes of critical thought as it is applied to visual imagery. After students learn the fundamental language used in describing and analyzing visual forms, they will be introduced to historical and cultural models of synthesis and interpretation, and asked to discuss the differing outcomes of these. As students develop these skills, they will be engaged in evaluating these outcomes and their relative believability.

**Instruction develops understanding of logical relationships between premises and conclusions.**

In the interpretation of visual forms, there is a necessity to first learn the assumptions behind the construction of visual forms (premises), and then learn how to describe and analyze specific examples of these forms. Students will be taught to recognize visual premises by recognizing patterns of action, and then to associate said patterns with meaning (conclusions). Through the readings, discussions, and class activities, students will begin to learn how visual forms mean and/or are meaningful.

**Instruction develops ability to recognize more common formal and informal fallacies.**

Outside of discussing basic models of visual construction and interpretation, the course will introduce students to problems in misinterpretation, either when visual forms are used beyond their capacity to communicate or when interpretive models strain credulity in application. The course will engage students in historical forms of construction and interpretation. Fallacies behind assumptions in construction and interpretation can then be uncovered and discussed in class. All quizzes and assignments are geared towards assessing the student's ability to think through visual problems and apply methods of interpretation proportionally. Grading assesses the amount of success a student is having in applying these methods.

**Grading reflects emphasis on logical processes.**

All quizzes and assignments are structured to assess the student's ability to think through visual problems and apply appropriate methods of interpretation. Problems in quizzes and assignments are built to reflect particular sequences in cognition that underlie topics covered in the course. Subsequently, assessment allows the students to locate where errors may occur in the sequence of their thinking, whether in approach, explication, or conclusion.

**Develops basic skills, applicable to a variety of academic subjects and to the fulfillment of such roles as citizen, consumer, leader and moral agent.**
**1) Skill in evaluating the validity, strength and relevance of arguments.**
**2) A sense of logical structure of both inductive and deductive forms.**
**3) Awareness of uses and abuses of argument language, including connotation, ambiguity and definition.**
**4) Skill in handling a variety of arguments in variety of contexts.**
**5) Ability to argue fairly and to handle bias, emotion, and propaganda.**

Students will learn to 1). evaluate visual forms so that they can interpret and evaluate the content of the such forms and their relative value. This is an ability to be (in the broad meaning of the word) "literate" with the visual forms they encounter. They will be introduced to 2). design elements and principles that will allow them to approach and analyze visual forms in an orderly manner and both induce and deduce meaning from the analysis. Students will be introduced to 3). cultural models of construction and interpretation, the properness of their action or application, and the limits of their action or application and value. This will help them gain 4). skill in a variety of interpretive actions. Classroom discussion in visual interpretation will allow students a safe space in which to 5). communicate, experience and then, with help, unpack bias or identify when objectivity and subjectivity are being confused. Problems with pornography (images that illicit reaction through desire of subject imaged) and propaganda (images that illicit reaction through fear of subject imaged) are discussed.

## Includes a writing component described on course syllabus.

**l) 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, bemevaluated 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.]**

DSGN 4 is lower division. There are formal writing requirements in the form of the four quizzes, and informal writing assignments in the form of the two projects and in-class group assignments.

Section 2.

**Please attach any additional files not requested above:**
DSGN4 Syllabus.pdf
DSGN4_GE_A3.pdf

**Reviewer Comments:**
**Thomas Pyne (pynetf) (Fri, 15 Nov 2019 20:56:40 GMT):**On November 6, the A & L Curriculum Committee approved the proposal pending two edits: 1. Review the following sentence under (2) in the Expected Learning Outcomes, "Demonstrate an ability to approach, apply, and analyze visual forms with said principles, and to understand and evaluate the communicative intention of the visual form." This seems to be a separate ELO. It should be numbered (3), and the following ELO's renumbered accordingly. 2. Also regarding the ELO's, that students be expected to 'demonstrate' their mastery of the objectives need be mentioned only once. however, a separate verb should describe each objective itself. Thus, perhaps: "In completing DSGN 4, students will: 1. Read, write,... 2. Attain a working grasp... ...

**Robin Fisher (rfisher) (Sat, 16 Nov 2019 21:25:17 GMT):**Rollback: Dear Doug, please see requested edits from Prof. Pyne on behalf of the AL Curriculum Committee. Please let me know if you have any questions. Thank you, Robin Fisher
**John Forrest (forrestj) (Fri, 14 Feb 2020 03:53:33 GMT):**Rollback: As per your request

Key: 13974