Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Creative Arts

In the box below, describe how this course meets the Foundational Component Area description for Creative Arts. Courses in this category focus on appreciation and analysis of creative artifacts and works of human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

CARC 311– Field Studies in Design Communication is open to majors throughout the University. The College of Architecture offers the course in locations abroad—primarily Italy, Spain and Germany. Bachelor of Environmental Design students in the College of Architecture take the class during their required study away semester. The CARC 311 course introduces design communication in international environments away from the Texas A&M campus. The making of art and the communication of artistic ideas requires the ability to synthesize and interpret one’s own artistic expression and the artistic expression of others. Historic and present works of art/architecture and conditions in the local environment serve as inspiration, providing a vehicle through which students gain the ability to communicate their ideas and understanding of artistic works and the built environment. Students learn to interpret and communicate a multitude of scales and perspectives.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

The making of and communication of ideas requires a sensitivity to appropriate tools and methods. Students will gain the ability to translate ideas into physical realities. This ability requires creative thinking and innovation about how to best represent and communicate ideas through form and materials.

Students will learn by practice. Students will be exposed to a wide variety of tools and processes. Regardless of media, all artistic endeavors require the ability to represent. Students will practice graphic skills with sketches. Sketches will be encouraged as a communication tool through which individuals (instructors, peers, and invited reviewers) can critically analyze and evaluate in-progress and final works of art.

Students will learn by observation. In-class and on-site demonstrations will be given. Examples of master works will be presented through in-class lectures and on-site visits. The information observed will be discussed by the class as a whole so that students can better develop their own projects.

Students will learn by reflection. Each project assignment will be reviewed by the class as a whole. Students will learn to provide constructive criticism to others. This constructive criticism provides new insights, heightening inquiry and analysis.

Students are required to select, analyze and evaluate the appropriateness of processes and materials. Students will
understand that materials must be evaluated given perspectives beyond the aesthetic (the physical constraints of the materials, cultural implications of the work, etc.)

Students develop critical thinking skills through consideration and reflection of the lecture material, in-class discussions and interactions with guest lecturers.

Information gained on the site visits is discussed in class. Creative thinking and innovation are encouraged as the information presented is discussed as being pertinent to student projects.

Guest speakers who are practicing artists and/or architects in the local community present insights related to the material presented in class. The guest speakers provide opportunities for students to interact and discuss perspectives unique to their own.

Throughout the semester students are required to discuss and formulate ideas in order to discover processes which lead to coherent works of art.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Students are required to keep a journal presenting personal interpretations. The journals enable students to express themselves through written text and drawings.

The nature of the design studio demands an open expression of ideas. Students will understand the importance of self-reflection and reflexive judgment with respect to the development of their own work and the work of others. They will gain the ability to apply critical thinking to the creation of artistic works, while being open and responsive to the suggestions of others.

Students will practice and learn to effectively present their work and comment on the work of others in a multitude of settings and to various groups. Desk critiques are conducted periodically throughout the class. The desk critiques are reviews conducted between the instructor and the student or small groups of students.

Three major reviews of student work are also conducted. During the major reviews, students present their work to the instructor, peers and invited reviewers.

The final end of the semester exhibit requires each student to provide written intent statements for each piece of work exhibited.

Teamwork (to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal):

The CARC 311 class is a studio based class. Teamwork is an integral part of this type of classroom setting. Reviews of student work in the form of desk critiques are conducted periodically throughout the class. Preliminary class reviews and final class reviews major reviews of student work are also conducted. Students constantly present their work to the instructor and peers in both formal and informal settings.

**Desk Critiques and Small Group Critiques**

Throughout the semester critiques will take place either between an individual student and instructor or between small groups of students (2-3) and the instructor. These are opportunities to collectively discuss design ideas. This consistent feedback loop allows projects to develop to their fullest potential over time.
Preliminary Class Reviews of Student Work
Preliminary reviews of student projects allow comments and critiques to be expressed and articulated so that students can incorporate appropriate feedback into their designs. All students are expected to comment on the projects as presented during preliminary class reviews. During preliminary reviews, students are assigned one of their peers projects to verbally review. Students are expected to constructively critique and lead a class discussion about the project as it was presented.

Final Class Reviews of Student Work
All students are expected to comment on the projects as presented during final reviews. During final reviews, one student will be assigned as a “note taker” for a student presenting. These notes will provide a record of comments and suggestions that may have been missed or misinterpreted by those presenting.

Final Exhibition
The final exhibit is a team project. Everyone in class is expected to participate. The exhibit is to show a comprehensive, all inclusive presentation of class efforts. An exhibition statement, proposed floor plans of the exhibit, a flyer or booklet for the exhibit, a written press release, and individual intent statements for each piece exhibited are required.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):
Students will be exposed to and will learn the significant impacts art plays in our lives and the lives of others. Students will come to understand that these impacts are driven by the surrounding social, cultural, and economic forces.

The students will demonstrate intercultural competence by working and interacting with artists and architects who are engaged in defining and contributing to the enrichment of their communities.

Students will learn that people react to art, and because of this reaction, the creation of art carries responsibilities at multiple levels (regionally, nationally and globally). This notion of art extends the definition from one of being simply a reflection of personal values. Students will be able to understand art as a conduit for culture. The students understanding is maximized by knowing that art makes significant contributions to transmitting ideas, values, attitudes, power, etc.

Students are exposed to aspects of European art and art movements that are markedly different from their U.S. counterparts. Issues impacting art are not universal, and there are important lessons to be learned from each culture and each context.

Adjunct professors local to the area and select lecturers who live and practice in the area give students insights into the local perspective, allowing them to better engage in the community in which they will be temporarily living.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.