

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

ACADEMIC SENATE

GENERAL EDUCATION COMMITTEE

REPORT TO

THE ACADEMIC SENATE

GE-079-156

VCD 2370 – Visual Thinking (GE Area E)

General Education Committee

Date: 05/24/2017

Executive Committee
Received and Forwarded

Date: 05/24/2017

Academic Senate

Date: 05/31/2017
First Reading

BACKGROUND:

This is a new course for the semester calendar.

RESOURCES CONSULTED:

Faculty
 Department Chairs
 Associate Deans
 Deans
 Office of Academic Programs

DISCUSSION:

The GE Committee reviewed the attached ECO for this course and found it to satisfy the GE Student Learning Outcomes and other requirements for GE Area E.

RECOMMENDATION:

The GE Committee recommends approval of GE-079-156, VCD 2370 – Visual Thinking for GE Area E (See attached ECO).

VCD - 2370 - Visual Thinking

C. Course - New General Education* Updated

General Catalog Information

College/Department	
Art	
Semester Subject Area	Semester Catalog Number 2370
VCD	
Quarter Subject Area	Quarter Catalog Number
Course Title Visual Thinking	
Units*	
(3)	
C/S Classification *	
C-01 (Large Lecture)	
<p>To view C/S Classification Long Description click: http://www.cpp.edu/~academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix_C_CS_Classification.pdf</p>	
Component*	
Lecture	

Instruction Mode*	<input type="button" value="Face-to-Face"/> <input type="button" value="Web-Assisted"/>
Grading Basis*	<input type="button" value="Graded Only"/>
Repeat Basis*	<input type="button" value="May be taken only once"/>
If it may be taken multiple times, limit on number of enrollments	<input type="button" value="1"/>
Cross Listed Course Subject Area and Catalog Nbr (if offered with another department)	
Dual Listed Course Subject Area and Catalog number (If offered as lower/upper division or ugrd/grad)	
Choose appropriate type(s) of course(s)*	<input checked="" type="checkbox"/> Major Course <input type="checkbox"/> Service Course <input checked="" type="checkbox"/> GE Course <input type="checkbox"/> None of the above
General Education Area / Subarea*	<input type="button" value="E"/>

To view the General Education SubArea definitions, click <http://www.cpp.edu/~academic-programs/scheduling/Documents/Ch.3-GeneralEducationProposals.pdf>.

I. Catalog Description

Catalog Description	<p>This course promotes conceptual development, investigations in principles of visual organization, color, and design and critical analysis of the context in which visual information appears. Students cultivate the ability to interpret different kinds of signs associated with the field of image making. A wide range of approaches and media will be studied to develop greater perceptual and conceptual awareness and understanding.</p>
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II. Required Coursework and Background

Prerequisite(s)

None.

Corequisite(s)**Pre or
Corequisite(s)****Concurrent****III. Expected Outcomes**

List the knowledge, skills, or abilities which students should possess upon completing the course.*

- Compare significant historical and technical developments as they relate to semiotic and visual communication design theory.
- Describe the standards of visual communication excellence along with the ability to express them verbally and in written form.
- Explain visual thinking and the aspects of professional image making
- Identify and use the creative process and conceptual approaches to visual problem solving.
- Identify and use art and design vocabulary and terminology.

- Express an understanding of the best practices in fair use in regards to copyrighted artworks used in visual arts community.
- Recognize and explain the role visual thinking in terms of personal and professional problem solving

If this is a course for the major, describe how these outcomes relate to the mission, goals and objectives of the major program.

The Visual Communication Design program's primary mission is teaching excellence and program quality. As part of the College of Environmental Design, the program is dedicated to challenging students with an awareness of the environmental, social, and ethical issues facing today's society. The program is committed to teaching students about these issues, both in various case studies of visual problems and their solutions, and how to develop creative approaches to addressing these issues.

These outcomes of this course align with the major because a significant amount of research and expression of thought will be necessary to aptly understand the scope of the design world. The areas of typography, image-making, creative problem seeking and problem solving will be covered at an introductory and developmental level.

Course Alignment to Program Outcomes	Introduction	Development	Mastery
Ability to solve communication problems, including the skills of problem identification, research and information gathering, analysis, generation of alternative solutions, and prototyping.	x		
Ability to describe and respond to the audiences and contexts including recognition of the physical, cognitive, cultural, and social human factors that shape design decisions.	x	x	
Ability to create and develop visual form in response to communication problems.	x	x	

Ability to effectively use typography and typographic principles.		x	
Fluency with the elements of design and the principles of organization, including color theory, composition, perspective, etc.	x	x	
Understanding information hierarchy, symbolic representation, and aesthetics.	x	x	
Ability to create and develop meaningful and original imagery.			
Have an understanding of tools and technology, including their roles in the creation, reproduction, and distribution of vital messages. Relevant tools include but not limited to, drawing, offset printing, photography and time-based and interactive media.	x		
Understanding design history, theory, and criticism from a variety of perspectives, including those of art history, linguistics, communication and information theory, technology, and the social and cultural use of design objects.		x	
Understanding the basic business practices, including the ability to organize projects and work productively as a member of teams.		x	

Explain how the course meets the description of the GE

Visual Thinking enables students to experience and appreciate semiotics, the science of visual signs and their meaning, along with the study of

SubArea(s). Please select appropriate outcomes according to the GE Area/SLO mapping. creativity in visual problem solving. These two aspects of 'reading' and 'making' visuals are ancient modes of societal interaction that have developed into an integral and sophisticated part of current mass and personal communications.

The course will provide students the opportunity to participate in analyzing successful meaningful images that add to the human experience as well as learning the steps in creating their own means of communication successfully through the use of visuals.

Describe how these outcomes relate to the associated GE Learning Outcomes listed below.*

How this aligns with GE Learning Outcomes:

1a) Through meaningful writing of essays, students will evaluate, on a personal and academic research level, current and past cultural images, icons and symbols.

4a) In class discussions, presentations and tests, based on visual communication design theory will give the student a much better understanding of the world around him/her and contribute to their well being.

4b: Students will engage in readings, discussions, presentations, and projects which promote their visual sensitivity and improve their ability to analyze and evaluate existing images, visual design, and systems in the world around them.

4c: Students will participate in individual and group activities to improve upon existing images, visual design, or systems on campus or a nearby location through problem seeking as well as visual problem solving.

General Education Outcomes*

Ia. Write effectively for various audiences

IVa. Analyze the factors that contribute to individual well-being (such as physical, mental, nutritional, emotional, intellectual, spiritual, financial, social, or environmental)

IVb. Demonstrate activities, techniques, or behaviors that promote intellectual or cultural growth.

IVc. Engage in communities (campus, regional, etc.) or participate in civic activities for the betterment of personal and public life.

IV. Instructional Materials

Provide bibliography that includes texts that may be used as the primary source for instruction, and other appropriate reference materials to be used in instruction. The reference list should be current, arranged alphabetically by author and the materials should be listed in accepted bibliographic form.

Instructional Materials*

Instructors shall have some flexibility in the specific texts or reference materials they assign, but the texts or reference materials shall be kept current.

Suggested textbooks:

Barthes, Roland, and Annette Lavers. *Elements of Semiology*. New York: Hill and Wang, 1968.

Heller, Steven. *Citizen Designer: Perspectives on Design Responsibility*. New York: Allworth Press, 2003.

McCloud, Scott. *Understanding Comics: The Invisible Art*. New York: HarperPerennial, 1994.

Tufte, Edward R. *The Visual Display of Quantitative Information*. Cheshire, Conn. (Box 430, Cheshire 06410): Graphics Press, 1983.

Tufte, Edward R. *Envisioning Information*. Cheshire, Conn. (P.O. Box 430, Cheshire 06410): Graphics Press, 1990.

Wilde, Judith, and Richard Wilde. *Visual Literacy: A Conceptual Approach to Graphic Problem Solving*. New York: Watson-Guptill, 1991.

Further reading may be required from the following recommended art journals:

Art in America, Art Forum, New Art Examiner, Art Issues Magazine, Visual Arts Quarterly, Sculpture Magazine, Artspace Magazine.

Faculty are encouraged to make all materials accessible. Indicate with an asterisk those items that have had accessibility (ATI/Section 508) reviewed. For more information, <http://www.cpp.edu/~accessibility>

V. Minimum Student Material

List any materials, supplies, equipment, etc., which students must provide, such as notebooks, computers, internet access, special clothing or uniforms, safety equipment, lockers, sports equipment, etc. Note that materials that require the assessment of a fee may not be included unless the fee has been approved according to University procedures.

Minimum Student Material*

1. Note taking material.
2. Textbooks and supplemental reading material.
3. Access to a computer with word-processing software, Adobe Acrobat reader and PowerPoint or equivalent.
4. Access to a printer and the Internet.
5. If the instructor assigns a field trip to experience visually successful environments, students may additionally need access to transportation to visit the environment on their own and money to purchase the ticket if their student identification does not give them free access to the museum. Visit might include expenditures for gas and parking.

VI. Minimum College Facilities

List the university facilities/equipment that will be required in order to offer this class, such as gymnastic equipment, special classroom, technological equipment, laboratories, etc.

Minimum College Facilities*

1. Smart classroom with data projector, computer and Internet access.
2. Furniture for one hundred students.
3. White board or blackboard.

4. Library reserve.

5. Blackboard or equivalent.

VII. Course Outline

Describe specifically what will be included in the course content. This should not be a repetition of the course description but an expansion that provides information on specific material to be included in the class, e.g. lecture topics, skills to be taught, etc. This should not be a week-by-week guide unless all instructors are expected to follow that schedule.

Course Outline*

Area 1 - Culture: Design in Context of the world and life

- An Introduction to Visual Thinking and Visual Communication

- o An understanding of Visual Language in relation to:

- § 2D Design: paintings, illustrations, layout, etc.

- § 3D Design: immersive design, interior design, architecture, theme parks, etc.

- § 4D Design: narrative and sequence, film, comic books, etc.

- § 5D Design: interactive, web design, game design, etc.

- Historical Aspects to Visual Thinking and Visual Communications

- o Invention of the Alphabet and other visual signifiers – shape, color, line, etc.

- o The age of duplication – the camera, the printing press, the computer

- o Discovery and use of the grid and golden ratio in design

Area 2 - Perception: Ways to Read Visuals

- Reception to Visual Communications

- o Viewing Critically

- o Introduction to Semiotics and vocabulary

- § Icon, Symbol, Index

- § Map, Chart, Image

- o Demographics – the audience and how they understand visuals

Area 3 - Creating: Ways to Make

- Creation of Visual Communications and Image Making

- o Research and Understanding a subject

- § Visual vernacular – style and trends

- § Visual research

- § Textual and contextual – precedents

- o Understanding Tools of the Trade

- o Creative Thinking techniques and approaches

- § Mind Mapping

- § Improvisation

- § Visual Metaphors

- § Diagrams

- o Ethics

- § Responsibility of the designer

- § Manipulation of visual information

- § Understanding Optical Illusions

§ Appropriation of imagery – copyright laws

o Envisioning Information in different design realms

§ Building Visual Explanations – designing with data

§ Problem seeking v. problem solving

[.The Profession of Image Making](#)

VIII. Instructional Methods

Describe the type(s) of method(s) that are required or recommended for the instruction of this course (lectures, demonstrations, etc.). Include any method that is essential to the course, such as the use of particular tools or software.

Instructional Methods*

Slide shows, lectures, demonstrations, individual project consultation; reading assignments and class discussion; journal; individual research, paper, presentation; documentation; field trips to galleries, museums, and sources of traditional materials; Utilization of web and interactive media.

IX. Evaluation of Outcomes

Describe the methods to be used to evaluate students' learning, i.e. written exams, term papers, projects, participation, quizzes, attendance, etc.*

Students are evaluated by [exams](#), quizzes, class discussions based on readings, lectures and presentations of other media on the topic. Class participation shall be used to gauge students' understanding of lecture material and assigned readings.

Student professionalism is evaluated by a scholarly code of ethics and attitude, attendance, and preparedness.

The final evaluation of work will involve more than totaling the grades on individual tests, projects and/or determining that all assignments have been completed. Faculty will be assessing students' abilities in realizing concepts and explaining the visual elements of communication.

All expected outcomes have the ability to be evaluated using various methodologies.

Expected Outcome	Research & Writing	Exams/Quizzes	Class Particip
Compare significant historical and technical developments as they relate to semiotic and visual communication design theory.	x	x	x

Describe the standards of visual communication excellence along with the ability to express them verbally and in written form.	x	x	x
Explain visual thinking and the aspects of professional image making	x	x	x
Identify and use the creative process and conceptual approaches to visual problem solving.	x	x	x
Identify and use art and design vocabulary and terminology.	x	x	x
Express an understanding of the best practices in fair use in regards to copyrighted artworks used in visual arts community.	x	x	x
Recognize and explain the role visual thinking in terms of personal and professional problem solving	x	x	x

Describe the meaningful writing assignments to be included.*

Meaningful Writing Assignments may include:

The course will include a series of short critical reflection assignments, essays, and reaction papers to readings and classroom discussions. Assignments will be structured to allow for meaningful feedback from instructor during the course.

Discuss how these methods may be used to address the course and program

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outcomes, as appropriate. Include or attach a matrix to align the evaluation methods to the outcomes.*

Program Outcomes	Research & Writing	Exams/Quizzes	Class Participation
Ability to solve communication problems, including the skills of problem identification, research and information gathering, analysis, generation of alternative solutions, and prototyping.	x	x	x
Ability to describe and respond to the audiences and contexts including recognition of the physical, cognitive, cultural, and social human factors that shape design decisions.	x	x	x
Ability to create and develop visual form in response to communication problems.	x		x
Ability to effectively use typography and typographic principles.	x	x	x
Fluency with the elements of design and the principles of organization, including color theory, composition, perspective, etc.	x	x	x
Understanding information hierarchy, symbolic representation, and aesthetics.	x	x	x
Ability to create and develop meaningful and original imagery.			
Have an understanding of tools and technology, including their roles in the creation, reproduction, and distribution of vital messages. Relevant tools include but not limited to,	x	x	x

drawing, offset printing, photography and time-based and interactive media.			
Understanding design history, theory, and criticism from a variety of perspectives, including those of art history, linguistics, communication and information theory, technology, and the social and cultural use of design objects.	x	x	x
Understanding the basic business practices, including the ability to organize projects and work productively as a member of teams.	x	x	x

If this is a general education course, discuss how these methods may be used to address the associated GE Learning Outcomes listed below. Include or attach a matrix to align the evaluation methods to the outcomes.*

Courses in GE Area E shall fulfill the following General Education Learning Outcomes:

1a. Write effectively for various audience.

4a. Analyze the factors that contribute to individual well-being (such as physical, mental, nutritional, emotional, intellectual, spiritual, financial, social, or environmental)

4b. Demonstrate activities, techniques, or behaviors that promote

intellectual or cultural growth.

4c. Engage in communities (campus, regional, etc.) or participate in civic activities for the betterment of personal and public life.

The following matrix shows what course attributes fulfill what GE SLOs for GE Area E:

GE Outcomes	Research & Writing	Exams/Quizzes	Class Participation
1 Acquire foundational skills and capacities.			
a. Write effectively for various audiences.	X		
4 Develop capacities for continued development and lifelong learning.			
a. Analyze the factors that contribute to individual well-being (such as physical, mental, nutritional, emotional, intellectual, spiritual,	X	X	X

financial, social, or environmental)			
b. Demonstrate activities, techniques, or behaviors that promote intellectual or cultural growth.	X	X	X
c. Engage in communities (campus, regional, etc.) or participate in civic activities for the betterment of personal and public life.			X

X. This OPTIONAL Section is for describing Course/Department/College specific requirements.

**Department/
College Required
ECO Information
(Optional)**