

## Arts and Letters Courses-Curriculum Map to 2010 AAOT Outcomes

**Department/Program:** Art and Applied Design **Course:** ART 120, Intermediate Artist Books and Pop-up

### 1. Arts and Letters Discipline Studies Outcomes

“Arts and Letters” refers to works of art, whether written, crafted or designed, and performed, and documents of particular poignancy and significance in statement or design.

As a result of taking Arts & Letters Discipline Studies courses, a student should be able to:	Course Outcome(s) related to the A&L Outcome	Under what conditions and criteria will the course outcome be assessed?
1. Interpret and engage in the Arts and Letters, making use of the creative process to enrich the quality of life.	<p>Have learned and assembled a variety of basic and creative book binding styles and pop-up techniques.</p> <p>Have focused on design process development, conceptual development and typographic layout.</p>	<p>Each project will culminate with an in-class critique and discussion. Each project will be graded according to designated objectives met per assignment.</p> <p>Critique, instructor and peer review, written evaluation</p>
2. Critically analyze personal values and ethics within the stream of human experience and expression to engage more fully in local and global issues.	<p>Have designed and created original artist books using existing written content or have written their own content according to the assignments.</p> <p>Have learned the history of the book form throughout the world, movable books, artist's books and fine press books.</p> <p>Have a charged imagination to create personally and artistically relevant books.</p>	<p>Critique, instructor and peer review, written evaluation</p>

<b>As a result of taking Arts &amp; Letters Discipline Studies courses, a student should be able to:</b>	<b>Course Outcome(s) related to the A&amp;L Outcome</b>	<b>Under what conditions and criteria will the course outcome be assessed?</b>

## 2. Arts and Letters Discipline Studies Course Criteria

<b>A Discipline Studies course in Arts &amp; Letters should:</b>	<b>How course meets criterion</b>	<b>Related Course Outline statements</b>
1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.	Introduces a variety of basic and creative book binding styles and pop-up techniques. Advance exploration of visual and conceptual theory and practice related to the book as an artistic form including creative and critical thinking, problem solving and decision-making.	Demonstrate knowledge and use of aesthetic and compositional elements in the interior layout as well as the structural book form. Demonstrate knowledge of choosing or designing appropriate structural form and materials in the creation of functional and aesthetic artist books where form and materials follow and support the concept. Demonstrate use of conceptual thinking skills and creative problem solving to express one's thought and feelings. Work with thematic ideas.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.	Introduces history of the book form throughout the world, movable books, artist's books and fine press books.  Have researched numerous examples of contemporary and historical artist books via the UO Special Collections, the instructor's personal collection as well as library research.	Demonstrate further knowledge of historical and cultural contexts. Demonstrate the ability to discuss historical book forms, personal and peer work in a constructive and analytical fashion relative to specific project objectives. Explore expressive possibilities within the book form. Demonstrate the ability to work with pre-conceived thematic ideas.

<b>A Discipline Studies course in Arts &amp; Letters should:</b>	<b>How course meets criterion</b>	<b>Related Course Outline statements</b>
3. Explore the conventions and techniques of significant forms of human expression.	Explore and produce artist books that reflect historical and /or contemporary art practice and theory of 2D and 3D design elements and color theory.	<p>Demonstrate advanced knowledge of historical and /contemporary art issues and create artist books relevant to these issues including aesthetics, materials, technical concepts and content.</p> <p>Demonstrate expanded awareness and use of compositional elements within the book form relating to layout and typography.</p> <p>Demonstrate expanded awareness and use of compositional elements within the book form relating to the book structure and the functionality of the book.</p>
4. Place the discipline in a historical and cultural context, and demonstrate its relationship with other disciplines.	Study and analyze contemporary and historical artist books in relation to form and theory. Create artist book and movable book (pop-up) projects that relate to specific art historical and/or contemporary art issues.	<p>Create artist book and movable book projects related to specific historical, social, cultural or literary sources.</p> <p>Demonstrate an understanding of artist book issues as they pertain to art historical developments.</p> <p>Demonstrate an understanding of artist book issues as they pertain to other artistic disciplines, including painting and printmaking, ceramics, sculpture, graphic design and multimedia.</p>

Each course should also do at least one of the following:	How course meets criterion	Related Course Outline statements
<ul style="list-style-type: none"> <li>Foster creative individual expression <i>via</i> analysis, synthesis, and critical evaluation, or</li> </ul>	Students will actively create, analyze and discuss their artist book projects with specific objectives and develop individual aesthetic, conceptual or visual sensibilities and decisions within the design process of creating their projects.	Demonstrate the ability to discuss projects in critiques and one-on-one using appropriate vocabulary and advanced theory and conceptual approaches in relation to artist books. Demonstrate individual visual, aesthetic and/or conceptual choices.
<ul style="list-style-type: none"> <li>Compare/contrast attitudes and values of specific eras or world cultures, or</li> </ul>		
<ul style="list-style-type: none"> <li>Examine the origins and influences of ethical or aesthetic traditions.</li> </ul>		

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**Instructor**
**Date**


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**Academic Dean**
**Date**

**2. Information Literacy Inventory**

<b>As a result of taking General Education courses infused with Information Literacy, a student who successfully completes should be able to:</b>	<b>Course Outcome(s) related to the Outcome</b>	<b>Under what conditions and criteria will the course outcome be assessed? (i.e., a menu of suggested assessment options)</b>
• Formulate a problem statement;		
• Determine the nature and extent of the information needed to address the problem;		
• Access relevant information effectively and efficiently;		
• Evaluate information and its source critically; and		
• Understand many of the economic, legal and social issues surrounding the use of information.		

<b>A course supporting Information Literacy should include:</b>	<b>How course meets criterion</b>	<b>Related Course Outline statements</b>
1) Instruction and practice in identifying gaps in knowledge and recognizing when information is needed.		
2) Instruction and practice in evaluating and selecting information using appropriate criteria.		
3) Instruction and practice in finding information efficiently and		

<b>A course supporting Information Literacy should include:</b>	<b>How course meets criterion</b>	<b>Related Course Outline statements</b>
effectively, using appropriate research tools and search strategies		
4) Instruction and practice in research strategies that are recursive and involve multiple stages such as modification of the original strategy and revision of the topic.		
5) Instruction and practice in the ethical and legal use of information and information technologies		
6) Instruction and practice in creating, producing and communicating understanding of a subject through synthesis of relevant information.		

**3. Cultural Literacy Infusion (optional designation)**

<b>As a result of taking a designated Cultural Literacy course, learners would be able to:</b>	<b>Course Outcome(s) related to the Outcome</b>	<b>Under what conditions and criteria will the course outcome be assessed?</b>
<ul style="list-style-type: none"> <li>Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.</li> </ul>		

<b>A course with the Cultural Literacy designation will:</b>	<b>How course meets criterion</b>	<b>Related Course Outline statements</b>
1) Explore how culturally-based assumptions influence perceptions		
2) Examine the historical bases and evolution of diverse cultural ideas		

<b>A course with the Cultural Literacy designation will also do at least one of the following:</b>	<b>How course meets criterion</b>	<b>Related Course Outline statements</b>
<ul style="list-style-type: none"> <li>Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs, or</li> </ul>		
<ul style="list-style-type: none"> <li>Investigate how discrimination arises from culturally defined meanings attributed to difference, or</li> </ul>		
<ul style="list-style-type: none"> <li>Analyze how social institutions perpetuate systems of privilege and discrimination, or</li> </ul>		
<ul style="list-style-type: none"> <li>Explore social constructs in terms of</li> </ul>		

<b>A course with the Cultural Literacy designation will also do at least one of the following:</b>	<b>How course meets criterion</b>	<b>Related Course Outline statements</b>
power relationships.		