



Section 1. Proposed Course Outline (A general statement of course content that informs class syllabus construction. Once approved, all sections of a given course must include this content, no matter which instructor teaches the course, or the mode of delivery. Divisions must include this new course outline in the Divisional Course Outline binder as required by COPPs.)

Course Number: **ART 120** Full Course Title for print catalog: **Intermediate Artist Books and Pop-up**

Abbreviated Course Title for Banner: **Intermediate Artist Books and Pop-up** (30 character limit)

Prerequisites: ART 118, Artist Books and Pop-up

Co-requisites: none

Grade Option: ☒ Graded (with P/NP option) ☐ Pass/No Pass only

Number/Type Credits	Term Minimum Contact	Term Maximum Contact	11-Week Term Contact
2 Lecture	20 hours (lecture credits x 10)	24 hours (lecture credits x 12)	22 hours (lecture credits x 11)
2 Lec/Lab	40 hours (lec-lab credits x 20)	48 hours (lec-lab credits x 24)	44 hours (lec-lab credits x 22)
__ Lab	__ hours (lab credits x 30)	__ hours (lab credits x 36)	__ hours (lab credits x 33)
4 Total credits (sum)	60 Total hours (sum)	72 Total hours (sum)	66 Total hours (sum)

Course Description (300 character limit):

An artist book is an intentional work of art created in the form of a book. Students will create basic folded and stitched books and learn pop-up techniques. Topics: design process, conceptual development, typographic layout; history of movable, fine press and artist books.

Course Outcomes and Proficiencies

What will the student **know** or **be able to do** at the end of the course?

What **attitudes** related to the subject will the student hold?

Upon successful completion of this course, the student will:

Demonstrate a variety of basic and creative book binding styles and pop-up techniques building on skills learned from the basic level class.

Design and create original artists books using existing written content or have written their own content according to the assignments.

Demonstrate design process development, conceptual development and typographic layout.

Describe the history of the book form throughout the world, the history of movable books, artist's books and fine press books.

Assessments Planned

What evidence will demonstrate that students have achieved course outcomes? (assessment tools may include departmental tests, written products, portfolios, juried performances, quizzes and exams, or alternative assessments such as qualitative studies, capstone projects, external reviewers, etc.)

How each outcome will be assessed:

Each student will have assembled and turn in a variety of book models and pop-ups to be used for their artistic research for their assigned projects.

Each project will culminate with an in-class critique and discussion. Each project will be graded according to designated objectives met per assignment. There will be approximately three substantial projects.

Evidenced through the outcome of assigned projects

Students will keep a written notebook/sketchbook with specific categories pertaining to their projects that they will turn in as part of their grade.

Create personally and artistically relevant books.	Evidenced through the outcome of assigned projects
Have personally studied artists' books, pop-ups and historical books from the collections of the University of Oregon Special Collections and visiting artist and gallery owner, Laura Russell from the 23 Sandy Gallery in Portland	Evidenced through written report and assigned project notes
Have researched artists books, pop-up and the history of the book at Lane's library and online.	Evidenced through the outcome of assigned projects and required process notes. Students' research will be used as part of the process.

Course Content by Major Topics

What topics will be presented? What are the main activities of the course? What are the central themes? (See sample at <http://www.lanecc.edu/cops/format3.htm>.)

Topics:

Activities:

Book Structures (variety).

Students will create models of various binding styles. They will design their creative projects based on their models and their creative research.

Pop-up Techniques

Students will learn pop-up techniques and create projects based on the content of the project, the models they have constructed and their creative research.

Topics:

Text in relation to sequence and the book

Written content such as: self authored, authored by another student, use of assigned text, use of "Reading Together Project" books, text chosen by the student

Typographic design and layout within the book format.

Content, form and choice of materials in relation to artistic intent and creative communication.

Function and aesthetics.

The design process, developing from initial ideas through to the finished piece

History of the book

History of the movable book and pop-up

History of artist books and fine press books

Contemporary issues of artist books and pop-up

Section 2. Proposal Information

Course Developer:

Susan Lowdermilk

Date: 3/19/12

Catalog year to take effect:

2012-13

Type of Proposal

☒ New course

Currently 199 or 299

☐ Experimental Course

☐ 199 Special Studies

☐ 299 Trends

☐ Revised course (If increasing credits, use credit change form)

☐ Reactivated course with no change

☐ Reactivated course with changes

Type of Course:

☒ Lower Division Collegiate (transfer)

☐ Professional/Technical (required or elective)

☐ Developmental, numbered below 100

Rationale:

How does this proposal further the goals of the program or department?

To give students the most opportunities possible to learn artist books techniques and paper engineering (pop-up) techniques without having to add a new section of the course. To expand the diversity of offerings of the department without needing added space and resources. By having some intermediate students in class, beginning students will learn from their perspective and experiences. To appeal to both Studio Art and Applied Design students as well as students outside of AAD by blending book making, paper engineering, graphic design and fine art sensibilities and skills.

What assessment evidence supports this proposal?

The ART 118 Artist Books and Pop-up class fills consistently with little attrition. Every term, students ask for an intermediate level class.

How do you know there is a demand for this course?

The ART 118 Artist Books and Pop-up class fills consistently with little attrition. Every term, students ask for an intermediate level class. I have Graphic Design students as well as Studio Art students taking this course. There is no other course that integrates pop-up and artist books regionally. An Artist Books class has been offered at the UO for the past few years. Students taking this class will be well prepared to further their studies in book arts at the UO, and other colleges that offer book arts courses.

Section 3. Curriculum Equity (<http://www.lanecc.edu/cops/curric.htm>)

To promote an environment where all learners are encouraged to develop their full potential, this course will support Lane's Curriculum Equity policy in the following way(s):

To teach the history of the book from many cultures and time periods and to teach culturally diverse binding styles.

Section 4. For revised courses only: PREVIOUS Catalog/Course Information:

Course Number: _____ Course Title in Banner: _____ (30 characters maximum)

Full Course Title in print catalog:

Prerequisites:

Co-requisites:

Grade Option: ☐ Graded (with P/NP option) ☐ Pass/No Pass only

**Number/Type
Credits**

Term Minimum Contact

Term Maximum Contact

11-Week Term Contact

___ Lecture

___ hours (lecture credits x 10)

___ hours (lecture credits x 12)

___ hours (lecture credits x 11)

___ Lec/Lab

___ hours (lec-lab credits x 20)

___ hours (lec-lab credits x 24)

___ hours (lec-lab credits x 22)

___ Lab

___ hours (lab credits x 30)

___ hours (lab credits x 36)

___ hours (lab credits x 33)

___ **Total credits (sum)**

___ **Total hours (sum)**

___ **Total hours (sum)**

___ **Total hours (sum)**

Course Description:

What will change? ☐ Course Number ☐ Title ☐ Course Description ☐ Credit

hours ☐ Contact hours

Section 5. Support Courses (New Professional/Technical course proposals must complete.)

Professional/Technical courses are tracked within programs for purposes of Carl Perkins funding and budgetary planning. Indicate all degree or certificate programs for which this course will be required.

Program	Division

Section 6. Overlap Courses (New course proposals must complete.)

While overlap of course materials is not necessarily a flaw, duplication of course materials may lead to inefficient use of college resources. If there is overlap, the faculty of overlapping courses must agree on the extent of overlap and attach a rationale explaining its necessity.

Indicate all departments/courses that this course may overlap. Division Dean of existing course enters one of two options at right. Note: N/A is not an option.

Options:

1. Approved: overlap is acceptable. Rationale attached.
2. Disapproved: reasons attached.

Division	Course Number / Title	% Overlap	Option	Division Dean of existing course (Signature required for all options)	Date

Section 7. Qualification to fulfill degree requirements (complete all relevant forms, available at <http://www.lanec.edu/currshed/drrcforms.htm>, and send to Mary Brau for the Degree Requirements Review Committee):

☐ Form(s) applying for the following degree requirement status have been attached. (Only check this box when forms have been completed and attached.)

AAOT, ASOT-Bus, OTM:

- ☐ Arts & Letters
- ☐ Social Sciences
- ☐ Science / Mathematics / Computer Science

AAOT:

- ☐ Ethnic/Gender/Cultural Diversity

AAS, 1-year and 2-year certificates:

- ☐ Human Relations

Section 8. Library Impact Statement

Under accreditation standards, Library consultation is essential for new programs, new courses and for substantively revised courses when the revisions entail any change in library use.

What assignments will require the use of library and information resources?

Each academic area has a Liaison Librarian (<http://www.lanecc.edu/library/services/liaison.htm>). Contact the designated librarian to discuss the library needs of your course. Please allow the librarian at least one week to assess library resources.

To be completed by Liaison Librarian:

- ☐ Library resources are adequate to support this proposal.
☐ Additional resources are needed but can be obtained from current funds.
☐ Significant additional Library funds/resources are required to support this proposal.

Liaison Librarian

Date

Section 9. Divisional Approval (To be completed by Division Chair and Administrative Assistant)

Human, Physical, and Financial Resources:

- ☐ Additional instructional costs (staff, materials, services or facilities) will be incurred to offer this course.
Source of funding:

- ☐ No additional instructional resources (staff, materials, services or facilities) are needed to offer this course.

Explain:

Required Certifications:

- ☐ We have developed minimum course certification standards according to the COPPs procedure "Instructor Qualifications: Credit," to be filed with OISS upon course approval.
☐ We have completed faculty certification form(s) for faculty qualified to teach this course, to be filed with OISS and Human Resources upon course approval.

Fees:

- ☐ We have completed fee rationale and fee request forms to be submitted to OISS upon course approval, in compliance with the COPPs procedure, "Fees: Special"
☐ No special fees will be required for this course.

Divisional Recommendation:

- ☐ The Division Chair and Administrative Assistant have reviewed this course proposal and kept a copy for divisional files.
☐ Faculty review of this course was completed within the division on ____ (date).

- ☐ Pass ☐ Do Not Pass

Administrative Assistant/Coordinator

Date

Division Dean

Date

Section 10. College Approval

Curriculum Committee Chair

Date

Executive Dean

Date

Curriculum Approval
Committee hearing:

Date

Vice President, Academic Affairs, Chief Academic Officer

Date