# Texas State University Course Addition Form

1. Effective Semester: F 2016

2. College: Fine Arts and Communication

3. Department/School/Program: School of Art & Design

<table>
<thead>
<tr>
<th>4. Prefix/Subject Number</th>
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<tbody>
<tr>
<td>ART 2372</td>
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</tbody>
</table>

5. Course Title:

- Proposed Long: Learning and Digital Media
- Abbreviated: LRNG & DIGITAL MEDIA

6. Course Description (complete sentences in 50 words or less):

This course examines theories and practices of using electronic media for the creation of art as well as for enhancement of the art learning process.

7. Prerequisites (Including Minimum Grade Required):
   - ARTT 2371

8. Co-Requisites (Including Concurrent Enrollment Allowed):
   - ARTT 3373 Recommended

9. Restrictions: NA

Course number change. Sections 12-17 not required.
### 10. Course Data

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Lecture Contact Hours</th>
<th>Lab Contact Hours</th>
<th>Credit Hours</th>
<th>Repeatable for Credit?</th>
<th>Maximum Credit Hours Allowed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-Lecture</td>
<td>☒</td>
<td>☒</td>
<td>3</td>
<td>Yes</td>
<td>3</td>
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<td>2-Lab</td>
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<td>3-Practicum/Internship/Student Teaching</td>
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<td>4-Seminar</td>
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<td>5-Independent Study</td>
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<td>6-Private Lesson</td>
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<tr>
<td>8-Thesis</td>
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<td>9-Dissertation</td>
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<tr>
<td>0-Individualized</td>
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<tr>
<td>C-Clinical</td>
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</table>

#### Writing Intensive? Topics Course?

<table>
<thead>
<tr>
<th>Writing Intensive?</th>
<th>Topics Course?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

#### Valid Grade Mode

(choose only one)

- Standard Letter ☒
- Credit/No Credit
- Leveling/Assistantships/ESL
- Developmental

#### Course Equivalency(s)

Prefix/Subject and Number: ArtT 2372

- ARTS 1305

### 11. Justification for the course action:

- **Degree:** Bachelor of Fine Arts Major in Studio Art w/ All-Level Teacher
- **Major:** Art Education
- **Minor:** NA
- **Certificate:** ART - EC-12

Explain why the new course is needed in the curriculum and how this course may or may not affect the above degree/major/minor/certificate program. If necessary please submit the appropriate Program Addition or Change Form along with this Course Addition Form.

Course ARTT 3374 was deleted and content has been included in new course, ARTT 2372. This course title/number change does not affect the degree/major/certificate program. This course title/number change does not affect the degree/major/certificate program.
12. Course Goals and Objectives:
- Must be specific and unique to each course.
- Must be stated in measurable terms.
- Must have distinct differences between a graduate level course and an undergraduate course (in case of stacked courses).
- Please refer to Bloom's Taxonomy of Measurable Verbs.

Students will:
1. Recognize the importance of technology in the visual arts curriculum.
2. Apply a variety of digital technologies, including the computer, Internet, multimedia, graphics, cameras, scanners and tablets as they relate to instruction and art making in the art classroom.
3. Design educational instructional materials with technology application.
4. Select and use appropriate digital media tools, software and apps to accomplish instructional strategies.
5. Plan, organize and manage use of digital learning tools in the classroom.
6. Combine technology with a variety of instructional methodologies.
7. Apply skills in the use of technology tools and software typically used in art classrooms adequate to demonstrate processes and create example artwork.
8. Explore, analyze, and solve problems related to the use of technology, peripherals, and software programs.

13. Description of Instructional Methodologies:
- Examples include lecture, discussions, group projects, role playing, simulations, modeling, field-based activities, writing, cooperative learning, inquiry, experimentation, product design, creative activities, case studies, seminars, internship activities, coaching, etc.

1. Instructor will lecture, demonstrate and coach students in use of software and hardware.
2. Students will engage in discussions concerning uses of technology and applications for learning at a variety of levels from EC - grade 12.
3. Students will engage in hands-on exploration of hardware, software and apps as well as cooperative learning in use of specific software for vector and raster graphics, Blender 3-D, and a variety of apps.

14. Assessment of Student Learning:
- Examples include tests, projects, presentations, performances, creative works, papers, etc.
- Above examples of assessment must include percentages of total grade assigned.
- Must have distinct differences between a graduate level course and an undergraduate course (in case of stacked courses).

90% of the grade is based on projects for which specific criteria will be given.
10% of the grade is based on a written exam.
15. Course Outline:
- Provide a weekly outline as appropriate for an example semester in which the course will be taught
- Must distinguish the course clearly from similar offerings in the same or other programs.
- Must indicate specific topics.

<table>
<thead>
<tr>
<th>Week 1: 3-D modeling</th>
<th>Week 9: iBooks Author, Snapshot and other apps for creating instructional materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2: 3-D modeling continued</td>
<td>Week 10: Photo editing using Photoshop and iPad apps</td>
</tr>
<tr>
<td>Week 3: Animation of 3-D form</td>
<td>Week 11: Illustrator pen tool, vector apps on the iPad</td>
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<tr>
<td>Week 4: Photoshop, animated gif</td>
<td>Week 12: Illustrator other tools</td>
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<tr>
<td>Week 5: Photoshop, tessellations</td>
<td>Week 13: Creating stop motion animation with a variety of materials. Green screen in iMovie</td>
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<td>Week 6: using masks in Photoshop</td>
<td>Week 14: Creating demonstration videos</td>
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<tr>
<td>Week 7: Using filter, layer styles and other tools in Photoshop</td>
<td>Week 15: Interactive white boards, PowerPoint, Prezi, apps for presentation on the iPad such a Nearpod</td>
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<tr>
<td>Week 8: Discussion of age appropriate uses of technology, software and apps in art education</td>
<td>Week 16 (Finals Week): written exam</td>
</tr>
</tbody>
</table>

16. Suggested Textbook(s) and Other Learning Resources:
- Must list the required and recommended (if any) resources (e.g., relevant textbooks, course packets, websites), with complete bibliographical data (author, title, date and other publication data) in a standard academic format (e.g., CBE, APA, MLA, Chicago, etc.)

No textbook required – Changes in software and the rapid introduction of new software make textbooks outdated almost as soon as they are published. We will refer to tutorials and information online as well as readings from books listed in the bibliography.

Websites:
- http://tv.adobe.com/channel/cs-evangelist/
- http://wiki.blender.org
- http://teachwithyouripad.wikispaces.com/iPad+Apps
- http://www.google.com/enterprise/apps/education/
- www.youtube.com - an abundance of tutorials on Photoshop, Illustrator, iMovie, ArtRage, Brushes, Sketchbook Pro, and many more programs and apps
17. Bibliography:
- Must include literature other than required textbooks and other learning resources.
- Must demonstrate familiarity with current research. Ordinarily, the bibliography should include scholarship published during the last five years.
- Must conform to a standard academic format (e.g., CBE, APA, MLA, Chicago, etc.) Each bibliography will use only one format.


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Prefix/Subject and Number: ARTT 2372

18. Approvals:

Department Chair/Program Director/School Director

Chair of College Curriculum Committee

Dean of College

Dean of The Graduate College (if applicable)

Chair of University Curriculum Committee (if applicable)

Date

11/2/14

11-25-14

2/26/15

Date

Date

Date