Eastern Illinois University
New Course Proposal
ART 2749, Research Methods and Professional Practices

Please check one:  ☑ New course  ☐ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000: ART 2749
2. Title (may not exceed 30 characters, including spaces): Research Meth/Prof Practices
3. Long title, if any (may not exceed 100 characters, including spaces): Research Methods and Professional Practices
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: 1-0-1
5. Term(s) to be offered: ☑ Fall  ☑ Spring  ☐ Summer  ☐ On demand
6. Initial term of offering: ☑ Fall  ☐ Spring  ☐ Summer  Year: 2009
7. Course description (not to exceed four lines):
   The Research Methods and Professional Practices course provides art students with an introduction to the basic skills necessary to document and digitally format artwork; as well as research, evaluate, and write about art in preparation for a career in Studio Art, Art Education and Art History.

8. Registration restrictions:
   a. Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course).
      None
   b. Prerequisite(s), including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.
      Restricted to Art Majors
   c. Who can waive the prerequisite(s)?
      ☐ No one  ☑ Chair  ☐ Instructor  ☐ Advisor  ☐ Other (Please specify)
   d. Co-requisites (course(s) which MUST be taken concurrently with this one): None
   e. Repeat status:  ☑ Course may not be repeated.
      ☐ Course may be repeated to a maximum of hours or times.
   f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any:
      BFA and BA in Art majors in the College of Arts and Humanities
   g. Degree, college, major(s), level, or class to be excluded from the course, if any:

9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] None
10. **Grading methods** (check all that apply): ☑ Standard letter ☐ C/NC ☐ Audit ☐ ABC/NC (“Standard letter”—i.e., ABCDF--is assumed to be the default grading method unless the course description indicates otherwise.)

11. **Instructional delivery method:** ☑ lecture ☐ lab lecture/lab combined ☐ independent study/research ☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad ☐ other

**PART II: ASSURANCE OF STUDENT LEARNING**

1. **List the student learning objectives of this course:**

   1. Students will demonstrate their ability to conceptually organize a collection of art works.
   2. Students will demonstrate their ability to prepare a digital presentation (PowerPoint or Keynote) with text, images and video.
   3. Students will demonstrate their ability to research digital archives, databases, and image collections.
   4. Students will demonstrate their ability to compile and correctly format a bibliography of art works.
   5. Students will demonstrate their knowledge of copyright laws regarding the use of digital text, images and video.
   6. Students will demonstrate their ability to build, maintain, and upload a website, which would include an introduction, relevant digital media (images, video, or sound), and a written component.
   7. Students will demonstrate their ability to document artworks utilizing digital camera technology and studio lighting.
   8. Students will demonstrate their ability to prepare digital images for websites and print media utilizing Photoshop software.
   9. Students will demonstrate their ability to compose a resume and a conceptual statement about art.

2. **Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:**

   1. Submission of an image collection with a minimum of 10 images sized appropriately for both print and website usages. All images are correctly identified and cited in a bibliography and submitted on a CD.
   2. Creation of a digital presentation (PowerPoint or Keynote file) with a recorded audio component of the student discussing the collected work.
   3. Submission of a resume, biography, and conceptual statement.
   4. Creation of website which includes a minimum of 10 images in two categories. For Studio Artists, two different media; for Art Education and Art History two contrasting styles, periods, or cultures. Web page also includes completed resume along with the conceptual statement.
3. **Explain how the instructor will determine students’ grades for the course:**

<table>
<thead>
<tr>
<th>Evaluative measures</th>
<th>Website 25%</th>
<th>Digital presentation 25%</th>
<th>Image Collection 25%</th>
<th>Writing 25%</th>
</tr>
</thead>
<tbody>
<tr>
<td>↓ SLOs</td>
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</tr>
<tr>
<td>1. Students would demonstrate their ability to conceptually organize a collection of art works and effectively communicate about them.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2. Students would demonstrate their ability to prepare a digital presentation (PowerPoint or Keynote) with text, images and video.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>3. Students would demonstrate their ability to research digital archives, databases, and image collections.</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>4. Students would demonstrate their ability to compile and correctly format a bibliography of art works.</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>5. Students would demonstrate their knowledge of copyright laws regarding the use of digital text, images and video.</td>
<td></td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td>6. Students would demonstrate their ability to build, maintain, and upload a correctly formatted website, which would include an introduction, relevant digital media (images, video, or sound), and provide critical observations of the work.</td>
<td></td>
<td>X</td>
<td></td>
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<td>7. Students would demonstrate their ability to document artworks utilizing digital camera technology.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>8. Students would demonstrate their ability to compose a resume and an artist statement.</td>
<td>X</td>
<td></td>
<td>X</td>
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</tr>
</tbody>
</table>

4. **For technology-delivered and other nontraditional-delivered courses/sections, address the following:**

   1. **Describe how the format/technology will be used to support and assess students’ achievement of the specified learning objectives:** Not Applicable.

   2. **Describe how the integrity of student work will be assured:** Not Applicable.

   3. **Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):** Not Applicable.
5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:

   Not applicable.

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *)

   Not applicable.

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course’s content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content “units” are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

Week 1  Introduction  
Week 2  Basic concepts behind visual analysis  
Week 3  Bibliographic format for images and copyright issues  
Week 4  Online research skills  
Week 5  Formatting digital Images and video  
Week 6  Image collection review  
Week 7  Digital Presentation introduction  
Week 8  Introduction to the principles of the conceptual or artist statement  
Week 9  Resume format and organization  
Week 10  Digital Photography workshop  
Week 11  Website construction  
Week 12  Digital Presentation  
Week 13  Website construction with images, sound, and video  
Week 14  Conceptual statement critique  
Week 15  Website critique

PART IV: PURPOSE AND NEED

1. Explain the department’s rationale for developing and proposing the course.

   The Professional Practices course introduces to Studio Art, Art Education, and Art History students the elementary skills in digital media and online scholarship for a career in the arts. Art 2479 replaces Art 3011 and updates the content by introducing critical visual analysis, online research, digital presentations, and web page construction.

   The intent of this course is for students to finish with knowledge of the technical requirements and specifications for the portfolio and receive an introduction to practical skills needed for writing about art. Students will learn about artist statements and create a conceptual statement of their own, so that when they are in advanced courses in their area of specialization, they will have the
skills necessary to compose their own personal artist statement. The emphasis here is in part on the technical skill in correctly formatting, identifying, and citing the information, but also it also gives students the opportunity to talk about art conceptually and organize a collection of images about a specific theme. Students will create a website portfolio, which will include their biography, resume and images of artwork. Students will also create an image collection that will be presented on a CD-ROM.

2. **Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.**

   This is a sophomore level course intended to precede the sophomore reviews for studio concentration declaration.

3. **If the course is similar to an existing course or courses, justify its development and offering.**

   Art 2749 will replace Art 3011, Exhibitions Techniques.

4. **Impact on Program(s):**

   This course will be required for a BFA and BA art major.

**PART V: IMPLEMENTATION**

1. **Faculty member(s) to whom the course may be assigned:**

   This course may be assigned to any qualified member within the Art Department.

   If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

   Not applicable

2. **Additional costs to students:**

   Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President’s Council.)

   None

3. **Text and supplementary materials to be used (Include publication dates):**

   (list)


**PART VI: COMMUNITY COLLEGE TRANSFER**

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

A community college course will not be judged as equivalent to this course.
PART VII: APPROVALS

Date approved by the department or school: 10/3/08

Date approved by the college curriculum committee: 12/10/08

Date approved by the Honors Council (if this is an honors course):

Date approved by CAA: 4/9/09

*In writing-active courses, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In writing-intensive courses, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students’ writing should constitute no less than 35% of the final course grade. In writing-centered courses (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).