OUTCOMES BASED LEARNING MATRIX

Course: **ARTG205 — 3-Dimensional Design** **Department:** **Emergent Technologies / Visual Arts**

Course Description: Design elements and principles will be explored through student fabrication of a variety of three-dimensional design projects. Assignments will include plan drawing, proportional enlargement and reduction of designs, and maquette and model building. A variety of media are introduced including construction board, foam, plasticine, metal, and electric motors.

*COURSE OUTCOMES	OUTCOMES ACTIVITIES	ASSESSMENT TOOLS
At the end of the course students should be able to: 1. Understand and recognize the elements and principles of 3-D Design.	a. Reading in textbook. b. Slide and video viewing. c. Lecture & sculpture tour. CT, OC, R	Assessment of the 3 stages of the design process: Drawings, Space Sketch, & Final Model. CT, OC, R
2. Competently create working drawings using plan and elevation views.	a. Reading in textbook. b. Lecture/demonstration. c. Class critiques. CT, OC, R	Peer & instructor critiques. CT, OC
3. Competently create a space sketch from working drawings.	a. Use of proportion wheel. b. Demonstrations. c. Class critiques. CT, OC	Peer & instructor critiques. Classroom presentation. CT, OC
4. Create a final model from a space sketch.	a. Class critique. b. Instructor input & demonstration. c. Readings in textbook. CT, OC, R	Peer & instructor critiques. Classroom presentation. CT, OC

5. Enlarge & reduce drawings to space sketches to scale.	a. Use of proportion wheel. b. Instructor demonstration. CT	Peer & instructor critiques. Classroom presentation. CT, OC, R
6. Identify & compose with basic geometric forms.	a. Textbook readings. b. Class critiques. c. Slide presentations. CT, OC, R	Peer & instructor critiques. Classroom presentation. CT, OC, R
7. Compose with placticine, metal, cardboard and plaster.	a. Textbook readings. b. In-class demonstrations. c. Class critiques. CT, OC, R	Peer & instructor critiques. Classroom presentation. CT, OC, R

*Try to express an outcome as an infinitive phrase that concludes this sentence: **At the end of the course, the students should be able to . . .** Finding the line between too general and too specific can be difficult. In an English Composition course, for instance, it is probably too general to say, "The student should be able to write effective essays." It is probably too specific to say, "The student should be able to write an introductory paragraph of at least 50 words, containing an attention-getting device, an announcement of the narrowed topic, and an explicit thesis sentence." Just right might read, "The student will write introductions that gather attention and focus the essay."

**Indicate the Core Competencies that apply to the outcomes, activities, and assessment tools: Critical Thinking (CT); technology skills (TS); oral communications (OC); quantitative skills (QS); reading (R); writing (W).