



**Module I: Creative Expression & Interpretation
Proposal to Create a New Core Course**

Instructions: Use this form to propose a **Creative Expression & Interpretation University Core course**. Forms for each of the other Core courses can be found on the Core website. Please provide the information requested in each section and insert a provisional syllabus that includes, at minimum, the following information: the learning outcomes possible texts or types of texts that will be used, types of assignments and their nature/size/length, and a thematic outline describing how the course progresses through the quarter. Submit your proposal materials through the normal process for course review in your department and college/school, using the deadlines set by your college/school curriculum committees. In general, each faculty member who plans on teaching a customized version of a Core class should submit a separate proposal. Identical courses that will be taught by multiple faculty members may be included on a single proposal, but in those cases department chairs should address the issue of faculty participation in Section V.

Section I: General Information

Faculty:	SU email:
College/School:	Department:
Course Title:	
Special facilities needed: <input type="checkbox"/> Laboratory <input type="checkbox"/> Studio <input type="checkbox"/> Computer Lab <input type="checkbox"/> Other:	
Will this course require any new library resources or support from library staff? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Will this course involve: <input type="checkbox"/> Study abroad <input type="checkbox"/> Immersion/Fieldwork <input type="checkbox"/> Service learning	
Please explain any special needs for this course (including Library resources) in Section VI of this form.	

Section II: Approvals All Core courses must be approved by 1) the chair of the faculty member’s home department, 2) the dean and/or chair of the faculty member’s college curriculum committee, 3) the Core Curriculum Committee, and 4) the Director of the University Core. Approvals should proceed in the order of signatures on this form.

- 1. Department Chair:** (see Section V)

- 2. Chair, College/School Curriculum Committee:**

- 3. Dean:**

- 4. Chair, Core Curriculum Committee:**

- 5. Director, University Core Curriculum:**

The questions on this proposal form reflect the specific requirements for this course as explained on the course guidelines document. Please refer to that document for the details (a copy is attached at the end of this form for your convenience).

Section III: Core Requirements

Required Learning Objectives: Each Core course is responsible for helping students achieve the learning objectives assigned to that Core category. Each of the assigned learning objectives for this course is listed below. Please explain how the course is designed to achieve each of these objectives. Your explanations need not be long, but should be complete enough so that the Core Curriculum Committee can understand how well the objectives are addressed in the course. Please note that the course syllabus, required for this proposal, should also address these learning objectives.

1. This course develops students' abilities in creative thinking and expression.

2. This course helps students understand key content, approaches to creativity and expression, and methods of analysis in a creative art.

3. This course helps students understand the relationships between a work of art and the context, the artist, intention or goal, audience reception, and medium of that work of art.

4. This course helps students develop basic oral presentation skills.

5. This course assists students in becoming effective writers, including writers of high quality academic prose.

Essential Pedagogy: Please provide brief explanations of how this course incorporates the essential pedagogy identified in the Core course guidelines document (listed below).

1. All students will create original works of art in this course, working from original idea to final creation, ideally through an appropriate system of drafts and revisions.

2. All students will engage in analysis and/or reflection of works of art, both verbally and writing, applying appropriate principles and vocabulary related to the art form.

Common Learning Objectives: All Core courses share a common responsibility for helping students achieve the objectives listed below (see *Common Learning Objectives in the Core* for more information). However, it is understood that different courses will emphasize some objectives more than others. Please identify the common learning objectives emphasized in your course by checking the boxes below.

- 1. Where relevant, courses should help students understand how the field and subject matter being studied are related to or reflect the Jesuit intellectual tradition. In particular, Core courses should help students reflect on questions of meaning, spirituality, ethics, values, and justice.
- 2. Students should develop analytic thinking and reasoning skills in all Core courses, although the forms those skills take vary across disciplines.
- 3. Students should come to recognize and appreciate complexity and ambiguity, as well as the limitations of knowledge and imperfections in understanding of the subjects being studied.
- 4. Study in a variety of disciplines will assist students in understanding and valuing the wide range of academic insights and perspectives.
- 5. All courses should help students develop as writers of clear, effective, and elegant prose, including the ability to adapt their writing to different situations and content.
- 6. Class discussions, in all their forms, help students learn to engage in effective and responsible discussion and debate.
- 7. All faculty are encouraged to help students understand how their studies prepare them to meaningfully engage important issues and become responsible global citizens.

Insert any needed explanation here. Otherwise, leave blank.

Section IV: Instructor Information

1. Submitting Faculty: Qualified individuals from any department are welcome to submit Core course proposals in all categories. Please briefly describe the academic background and experience that prepares you to teach this course. Note: In most cases, this should be very simple (e.g. a directly relevant terminal degree, teaching experience in similar courses, etc.), but if additional information regarding your academic preparation for this course is necessary, please include that here.

2. Additional Faculty: If your department's plans include faculty members other than the individual listed on this form being scheduled to teach this specific course, please list their names here with very brief explanations of their relevant preparation. Any faculty member teaching this course should have qualifications directly comparable to those of the proposing faculty member. If the versions of the course they will be teaching are expected to vary in any significant way (i.e. not using the same syllabus), each faculty member should submit a separate proposal. As new faculty members join the university and are assigned to this course, their faculty information should be submitted to the Core as soon as possible.

Section V: Other Information

1. Short title: To be used in published information and to identify your course in SUOnline. 30 characters maximum.

2. Short description: To be published in lists of available Core courses and included in the course description on SUOnline to assist students in selecting courses. Approx. 50-75 words.

3. Special Course Requirements: If you checked any of the boxes on page 1 regarding library resources, facility requirements, or other special elements in the course, or if there are other unique features that should be considered in planning and supporting this course (e.g. team teaching, special scheduling needs, etc.), please explain.

4. Other Information: Please provide any additional information you feel necessary or helpful for the review of this course.

Thank you for submitting a proposal for this Core course! Please remember that review of this proposal is a multi-step process, proceeding through department, college/school, and Core stages. The University Core will notify both the faculty members and their departments when courses are approved by the Core Curriculum Committee.

Syllabus: A syllabus is a required part of this proposal form. There is space at the end of the form (page 9) for you to paste the syllabus into this document.

Submissions: Please submit this form through your college or school's normal submission process for new course proposals. If you are submitting this form electronically, please save it with a new name that includes the name of the course category as well as your last name (e.g. "Cr.Exp.and Interp - Jones").

The Core guidelines document for this course is included here for your reference. Some questions in this form refer to specific requirements listed in this document.

UCOR 1300: Creative Expression and Interpretation

Course Description and Guidelines

Description: Courses that engage students in both creating and understanding expressive works of art. Courses may represent a variety of arts disciplines: visual art, music, drama, creative writing, etc. Essential goals include: Develop skills in creative thinking and expression; have direct experience in the process of creating original works of art in some genre; learn to articulate a vision through art and seek to share that vision with others; learn and be able to apply basic artistic techniques and aesthetic principles relevant to the art form; incorporate understanding of social, political, economic, and historical context of artistic movements into creative expression; learn and be able to apply simple principles to evaluate and interpret works of art; study important and relevant works of art and examples of the form of art on which the class is focused; reflect on and analyze the creative process and works of art, orally and in writing.

Notes and Guidelines:

1. These courses combine two essential elements of the study of artistic expression: the creation of original works of art and the analytic study of artistic works. While both are important and each section should explicitly address both elements, direct experience in the creative process is the major emphasis of this course.
2. This course is part of a suite of inquiry seminars and other courses that introduce students to the various ways scholars explore and pursue knowledge. Individually, these courses provide deep experiences studying in the relevant fields. Collectively, these courses provide both breadth and a greater understanding of the diversity of scholarly and artistic questions, approaches, and standards. Faculty teaching these courses should be mindful of both the course specific and collective goals and strive to help their students understand the individual discipline being studied as well as how that discipline is part of a larger range of approaches to knowledge and insight.

Essential Pedagogy:

1. All students will create original works of art in this course, working from original idea to final creation, ideally through an appropriate system of drafts and revisions. These works of art will be shared with other students in the course for feedback and critique.
2. All students will engage in analysis and/or reflection of works of art, both verbally and writing, applying appropriate principles and vocabulary related to the art form.

Learning Objectives: Helping students meet the Core Learning Objectives is a collaborative effort.

1. All Core courses share a common responsibility for helping students achieve some objectives, and faculty should review the common objectives document (see *Common Learning Objectives in the Core*) and consider how those objectives can be reinforced and developed in this specific course.
2. In addition, each course has specific objectives for which it has special responsibilities. The table on the back of this page describes the ways in which this course has primary responsibility for one or more of the Core Learning Objectives. These objectives must be explicitly addressed in all sections of this course.

Creative Expression and Interpretation: Learning Objectives	
Core Learning Objectives	How objectives should be addressed within this course (bullets are the relevant language from the Core Learning Objectives)
Jesuit, Catholic Intellectual Traditions: Through knowledge of Jesuit, Catholic intellectual traditions and understanding of diverse religious traditions, students will reflect on questions of meaning, spirituality, ethics, values, and justice.	This course is not required to specifically address this objective, although faculty may choose to do so.
Disciplinary Knowledge and Integrative Learning: By studying humanities, social sciences, natural sciences, mathematics, and fine arts, students will learn how different disciplines pursue knowledge. They will learn disciplinary ways of posing questions, gathering and analyzing evidence, developing cogent arguments, and engaging issues related to nature, culture, and society. Students will also learn to integrate knowledge and explore their intellectual passions.	<ol style="list-style-type: none"> 1. This course develops students' abilities in creative thinking and expression. Students are challenged to develop works of art that articulate a vision and/or concept, and to explore the artistic imagination. <ul style="list-style-type: none"> • Creative thinking and expression 2. This course helps students understand key content, approaches to creativity and expression, and methods of analysis in a creative art. In this course, students learn to think as artists, to use artistic methods to engage in original creative expression, and to analyze works of art as artists do. Collectively, this course and others in Module I and II help students understand and appreciate the diverse content, approaches to inquiry, and methods of answering questions or solving problems of a variety of disciplines. <ul style="list-style-type: none"> • Exposure to content and approaches to inquiry of different disciplines drawn from the humanities, social sciences, natural sciences, mathematics, and fine arts • Ability to apply disciplinary knowledge and methods to answer questions and solve problems • Appreciation of how knowledge is discovered and constructed within and across disciplines
Communication: Students will be able to communicate effectively in a variety of genres and for different audiences and purposes through writing, speaking, and visual expression.	<ol style="list-style-type: none"> 3. This course helps students understand the relationships between a work of art and the context, the artist, intention or goal, audience reception, and medium of that work of art. By engaging in the creation and discussion of works of art, students learn about fundamentals of communication. <ul style="list-style-type: none"> • Understand the relationships between situation, author or source, intention or goal, audience, message, reception or effect, and medium 4. This course helps students develop basic oral presentation skills. By presenting some portion of their work orally in this course, students gain confidence and ability in preparing and delivering effective oral presentations. <ul style="list-style-type: none"> • Ability to prepare and deliver effective oral presentations 5. This course assists students in becoming effective writers, including writers of high quality academic prose. While this course is primarily focused on creating original works of art, helping students improve their writing skills is a goal of all Core courses. An explicit insistence on effective writing (including both mechanics and content) should be a common hallmark of all Module I courses. Written assignments in this class will focus on genres of writing appropriate to the creation and study of art.
Global Engagement: Students will examine their roles in local, regional, national, and transnational cultures and communities. Students will be prepared to act, from an informed perspective, on local and global issues that surround and affect them.	This course is not required to specifically address this objective, although faculty may choose to do so.

Syllabus: A syllabus is a required part of this proposal form. Please insert your syllabus here and be sure to include the appropriate Core Learning Outcomes in the syllabus.