



Department of Art Education

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June 1, 2005

Ed Adelson
Associate Executive Dean
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To the Curriculum Committee:

The Undergraduate/Licensure Committee has a number of reservations concerning new course proposal entitled "Digital Media Composing", to be offered as English 269. In our view, course expectations exceed what can reasonably be taught to students on the 200 level. Course requirements include proficiency in portions of five software programs, maintenance of two blogs, readings on digital technology, study of critical theory, five to six page proposal and creation of storyboard for final web page project, creation of web page project capped with a 500 word reflective essay "outlini[ing] the rhetorical, ethical, and technical choices that you make in your project and articulat[ing] what you learned from the process of producing it".

I polled undergraduate students about this offering and stated workload. Their response, briefly stated was: It depends upon how much a student knows about digital media *prior to enrolling in the class*. If students have substantive working knowledge of software programs, they *may* be able to handle the workload, but if they have no prior knowledge (as stated in the proposal) "there will be a lot of anger, frustration, and complaints".

I urge the Curriculum Committee to suggest the English Department rethink this proposal in terms of workload, requirements for entry, and/or raising the course number above the 200 level.

Sincerely,

Sam Short
Undergraduate and Licensure Committee Chair *pro tem*



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May 31, 2005

Ed Adelson
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To Whom It May Concern:

In reference to the new course request from the Department of English for English 269 Digital Media Composing, I concur with the Undergraduate/Licensure Committee of the Department of Art Education. I agree that the content and software suggested is far too dense for a beginning course. We feel it is overwhelming and impossible to expect students to master all these software programs as well as learn to make art.

Sincerely,

A handwritten signature in cursive script, reading 'Patricia L. Stuhr', written in black ink.

Patricia L. Stuhr
Professor and Chair

To: Patricia Stuhr
From: Clayton Funk
RE: Comments on New Course Request from the Department of English, 269 Digital Media Composing.

My first response to this course is that there is too much content and too many software programs for a ten-week course, especially for beginners. Learning command of the software, media, and content of, alphabetic texts, PhotoShop images web site with Dreamweaver and CSS, Edit video and sound, Adding assessable entities (captions, alt tags, etc.).

Though it is desirable to engage students in the experience of preparing multimedia files and creating a web-based container for them as a setting for these various "texts," what does not appear is from what resources students will acquire the images and texts they will use or create for these web sites. Are there thematic relationships? Are there copyright restrictions? Is there enough time? For example: the production time alone for quality sound and video, for beginners, could take more than a few weeks to achieve.

In Art Education 252, Introduction to Computers in the Visual Arts, our students work from a theme, such as a favorite place, to create four post-card images, along with readings and written work that acquaint the student with the ethical issues of copyright, retouching. Flash follows in the second half of the term, and usually proves to be a complicated experience, but successful if the student makes the time commitment necessary. Projects are organized from simple to complex and repeating this process in 4 images increases the command of nuance and sensitivity. We feel we could use more time to teach only Photoshop and Flash well. Adding video, Dreamweaver and CSS constitute other courses, all together.