SOUTH TEXAS COLLEGE

Fine and Performing Arts, Division of Liberal Arts and Social Science

Art Department, Course Syllabus

**Fall Semester 2015**

**Instructor’s Information:**

**Instructor:**

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**Chair’s Information:**

1. **Name of Chair**: Richard Lubben
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**Course Information:**

**Course Name**: Design I

**Course #**: ARTS 1311

**Course Description:**

 An introduction to the fundamental terminology, concepts, theory, and application of two-dimensional design.

**Prerequisites:** *None.*

 **Program Learning Outcomes**

**FINE ARTS**

PLO1: Students will demonstrate their abilities in applying creative thinking and problem solving skill using the elements and principles of art in two-dimensional design. This will be accomplished through production of original artworks, written appraisals, group discussions, and oral justification of their work.

**GRAPHIC ARTS**

PLO1: Students will demonstrate the ability to communicate concepts and observations clearly and concisely through visual, verbal and written means. They will also solve given visual communication problems through research and information gathering, critical analysis, and the generation of multiple alternative solutions.

PLO2: Students will demonstrate their understanding of their surroundings or self through the use of both traditional and computer-based media. This will be accomplished through production of original artworks, written appraisals, group discussions, and oral justification of their work.

PLO3: Students will demonstrate their ability to analyze design and communication challenges from multiple sources and diverse perspectives.

PLO5: Students will understand and demonstrate the relationship of graphic design to other disciplines and to society.

**Course Learning Outcomes**

*At the conclusion of the course students will:*

1. Identify and apply the elements of art and principles of two-dimensional design. (FINE PLO#1)
2. Employ discipline specific vocabulary in the evaluation of two-dimensional design problems. **(CT)**
3. Demonstrate creative skill in aesthetic problem solving within assigned parameters. **(GRAPHIC PLO#1)**
4. Demonstrate an appropriate level of professional practice, including safety, craft and presentation.
5. Identify and interpret historical use of two-dimensional and graphic design that contains social responsibility topics including but not limited to: social awareness, identity, gender, political and social beliefs, censorship, science, and ethics. **(SR) (GRAPHIC PLO#2)**
6. Demonstrate their ability to effectively produce original two dimensional design solutions, reports, and critiques collaboratively and in teams. **(TW) (GRAPHIC PLO#5)**
7. Demonstrate their informed comprehension of the formal aspects of a work of art and/or graphic design through oral and written means. **(COM)**

8. Demonstrate their understanding of the purpose and function of fine art, and graphic design as an applied art through oral and written means. **(GRAPHIC PLO#3)**

**Required Core Objectives** for Core Component Area

**CRITICAL THINKING SKILLS**: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

**COMMUNICATION SKILLS:** to include effective development, interpretation and expression of ideas through written, oral and visual communication.

**TEAMWORK:** to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

**SOCIAL RESPONSIBILITY:** to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

**Department Required Common Assignment to Meet and Assess Core Objectives**

This assignment will be given in all sections and will use the Institutional Core Objective Grading Rubric for assessment of the core objectives.

Each of these four (4) components listed below will be evaluated via provided rubrics as 25% of the total grade for the assignment:

 1. **(COM)** Students will effectively express ideas in a written, visual artwork, and oral form.

 2. **(TW)** Students will work in teams to complete the assignment, and will evaluate one another’s

 participation and communication in the process. Additionally, students will evaluate other

 team’s completed artwork.

3. **(SR)** Possible topics for social responsibility messages include, but are not limited to: social awareness, identity, gender, political and social beliefs, censorship, environmental issues, human rights and ethics.

 4. **(CT)** The assignment will demonstrate the development, interpretation, and expression of the

 chosen topic, thus showing the student’s ability to synthesize information and think critically.

Collaborative Collage Directions:Working in your assigned group of two of three, examine your daily lives and what surroundings or events with a **social responsibility theme** are occurring around the region, state, country, or world. Select several topics and then narrow the possibilities to one by ranking the issues by how passionate you are about them. Try to find a common theme of interests or compromise on the theme selection if necessary.

As a team, create a statement that contains your detailed combined opinions on this issue with supporting factual information. The statement must be 1 to 2 pages in length, double-spaced with 12-point font.

Use the elements and principles of Art and Design to create a collage.

Use an 8.5 x 11 sheet of cardstock to begin creating a collage that addresses the social responsibility issue in your statement. Stop when approximately 50 % of the surface area is covered with collage materials. Please do not divide the page in half. Scatter your design throughout the composition.

Exchange the collage with the assigned partner(s) in your group of two or three. Using the statement, continue with the same opinion on the issue and complete the remaining portions of the collage. In the event of an odd number of students in the course, a group of three is acceptable; divide the composition into 33%.

When the collage is finished you will present your statement and finished product as a group and explain your decisions that address the issue you chose, and your use of elements and principles of design.

Statement: (SR, CT, COM, TW)

Collage: (COM, TW, CT, SR)

Presentation: (TW, COM, SR)

The departmental core objective grading rubric will be used to evaluate this assignment.

# **Evaluation:**

Grading Criteria:A combination of oral assignments, written assignments, in-class or online quizzes/examinations, oral presentations, and classroom/online activities can be used to evaluate student performance. Each instructor will have at his/her discretion, the ability to combine the admixture to evaluate student performance. Students may display their level of understanding of the learning outcomes in several manners. The required department common assignment will be evaluated using the institutional core objective grading rubric. This course is designed to introduce a breadth of knowledge and reinforce cognitive, creative and problem solving skills. In addition to the evaluation of the artistic and creative aspects of work, no less than one-half of the student’s overall semester grade will be based on assignments and activities that focus on the appreciation and analysis of art including theory, criticism, aesthetics, design foundations, the interpretation of art and history.

# **Required Textbook & Resources: *Design Basics, Lauer/Pentak 8th Ed. ISBN: 978-0-495-91577-5***

**Classroom Expectation:**

1. Gain exposure to a variety of two dimensional, graphic, and temporal, (time-based) media and art genres.
2. Demonstrate their comprehension of the physical demands, critical and collaborative processes that are required of a visual/graphic artist.
3. Investigate aesthetics, context, and chronology, and distinguish between subject and content.
4. Demonstrate the ability to create an effective composition and persuasively deliver visual information.

**Safety Statement:** Students entering studio/lab classes should be aware that they may be exposed to potentially hazardous chemicals and equipment. The students should assume responsibility for conducting themselves in a manner to minimize such hazards. (It is in the best interest of the students who are pregnant to defer laboratory/studio classes until afterdelivery.) Complete the safety instructions on the STC VAM website provided by the instructor.Students must read the **VAM Health and Safety Manual** at the following link:

<http://lass.southtexascollege.edu/vam/safety/intro.html> Download and print the CONSENT FORM from the appendices page. Sign the consent form and turn it in to your instructor. You must do so in order to attend class.

**STC Departmental Textbook and Supply Policy:**

All students must have the required materials including but not limited to textbooks, online access codes, equipment, and supplies no later than the second day of class. Students without required materials will not be able to participate in class activities and will therefore be counted as absent.

**Departmental Attendance Policy:** *(\*applies to Traditional & Hybrid Classroom Courses)*

Attendance and participation are mandatory for all VAM courses. Students must attend a *minimum* of 39 of the scheduled 45 contact hours for lecture courses and a *minimum* 78 of the scheduled 90 contact hours for studio courses, regardless of personal or unforeseen circumstances that are beyond the student’s control. No absence will be regarded as either excused or unexcused. Students must be present for the entire duration of each class meeting. Students arriving 10 minutes late or leaving 10 minutes are encouraged to stay, but will be counted as absent, regardless of circumstances, for that day.

**FERPA:**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

**Developmental Studies Policy Statement:** *The College’s Developmental Education Plan requires TSI Liable students who have not met the college readiness or exemption standards in reading, writing, and/or mathematics to enroll in Developmental Studies courses including College Success.  Failure to attend these required classes may result in the student's withdrawal from ALL college courses.*

**Title IX Statement:**  *Title IX of the Education Amendments of 1972 protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. Sexual harassment, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. More information on Title IX policy and procedures can be found at* [*http://www.southtexascollege.edu/about/notices/title-ix.html*](http://www.southtexascollege.edu/about/notices/title-ix.html)*. Questions regarding Title IX or concerns about accommodations, including complaints of sexual harassment, sexual assault, sexual violence, or other sexual misconduct should be directed to our Conflict Resolution Center at 956-872-2180 or* *crc@southtexascollege.edu*

**Pregnant and Parenting Students:***South Texas College does not discriminate against any student on the basis of pregnancy, parenting or related conditions. Pregnant or parenting students seeking accommodations should contact the Conflict Resolution Center immediately at 956-872-2180 or* *crc@southtexascollege.edu**.*

Statement of Equal Opportunity: No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored or conducted by South Texas College on the basis of race, color, national origin, religion, sex, age, gender, disability, genetic information, or veteran status.

**Alternative Format Statement**: *This document is available in an alternative format upon request by calling the office of Fine and Performing Arts at 956-872-2503.*

**ADA Statement**: Individuals with disabilities requiring assistance or access to receive services should contact disABILITY Support Services at ( 956 ) 872-2173.

**Institutional Core Objective Grading Rubric**

The following matrix identifies the process for assessment of the required Core Objectives.

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| --- | --- | --- | --- | --- |
| **Required Core Objectives** | **Applied to** Working in **teams**, students will demonstrate an understanding of the purposes and functions of art as it relates to cultural diversity and **civic and social responsibility**. Student groups will create a visual art project, research the topic and submit an essay that effectively communicates a given topic that deals with an aspect of the relationship of art and social responsibility. | **Assessment**The rubric for this portion of the project and/or essay is designed to measure effective written and/or visual communication skills including the use of appropriate sources, documentation, and visual design elements. | **Passing Standard** *Approved passing standard on Institutional Rubric* | **Target: Expected % of Students****Meeting Core Objective**70% of all art projects and/or essays submitted will score 70% or higher. |
| **Critical Thinking Skills** | Study of and critical response to, through various means, to works in the arts and humanities. **Departmental Common Assignment**Student groups will create a visual art project, presentation and essay that effectively communicates a given topic that deals with an aspect of the relationship of art and social responsibility. | The assignment will demonstrate the development, interpretation, and expression of the chosen topic, thus showing the student’s ability to synthesize information and think critically. | *Approved passing standard on Institutional Rubric* | *70%* |
| **Communication Skills** | Student groups will create a visual art project, presentation and essay that effectively communicates a given topic that deals with an aspect of the relationship of art and social responsibility.  | Students will effectively express ideas in a written, visual artwork, and oral form. | *Approved passing standard on Institutional Rubric* | *70%* |
| **Teamwork** | Student groups will complete a visual art project and presentation based on a given topic that deals with an aspect of the relationship of art and social responsibly. Each team member is responsible for researching and gathering material, analyzing material, and creatively contributing to the creation of the visual project. This activity encourages the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. | Students will work in teams to complete the assignment, and will evaluate one another’s participation and communication in the process. Additionally, students will evaluate other team’s completed artwork. | *Approved passing standard on Institutional Rubric* | 70% |
| **Social Responsibility** | Student groups will create a visual art project, presentation and essay that effectively communicates a given topic that deals with an aspect of the relationship of art and social responsibility. | Possible topics for social responsibility messages include, but are not limited to: social awareness, identity, gender, political and social beliefs, censorship, environmental issues, human rights and ethics. | *Approved passing standard on Institutional Rubric* | 70% |