

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:

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Course Information:

Course Name: Digital Art I

Course #: ARTS 2348

Course Description:

Studio art courses that explore the potential of the computer hardware and software medium for their visual, conceptual, and practical uses in the visual arts.

Prerequisites: *None.*

Program Learning Outcomes

FINE ARTS

PLO#1: 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.

PLO 5: Students will demonstrate their ability to manipulate a particular medium creating a personal and original artwork. This will be accomplished through production of original artworks, written appraisals, group discussions, and oral justification of their work.

GRAPHIC ARTS

PLO #1: 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.

PLO#2: 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.

PLO#3: Students will demonstrate their ability to analyze design and communication challenges from multiple sources and diverse perspectives.

PLO#4: Students will acquire and demonstrate competency in technical skills applicable to graphic design. Students will demonstrate their understanding of the basic digital workflow for graphic design projects and how to prepare electronic files for printing and finishing operations.

PLO#5: 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. Respond critically through various means to works in the arts and humanities. **(CT)**
2. Demonstrate the ability to develop, express, and communicate ideas in written, oral, and hands-on art projects. **(COM) (FINE PLO#5) (GRAPHIC PLO#1 & 4)**
3. Demonstrate the ability to work effectively with others in teams toward a shared purpose or goal. **(TW) (GRAPHIC PLO#5)**
4. Demonstrate an understanding of the purposes and functions of art as it relates to social responsibility, cultural diversity and civic responsibility through written, oral, and hands-on art projects. **(SR) (GRAPHIC PLO#2 & 3)**
5. Demonstrate an understanding of the formal components of two-dimensional art through verbal and/or written form. **(FINE PLO#1)**

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.

Project X **Social Responsibility** Poster, 100 points

The purpose of this project is to learn about the effectiveness of posters as a mean of mass communication. Posters have been used for many years as a tool to engage the masses. To get ready for our assignment we will study poster design, the history of the poster, social responsibility themed posters and how posters have been historically used to educate or influence society. After we will create a poster with a focus on ethical reasoning by creating socially and/or environmentally responsible design solutions. You must use Photoshop to render your final image however starting with hand made sketches of your ideas. You must have 10 different ones. No sketches no poster!

For examples of posters used as a social tool refer to this site:

<http://www.graphicart-news.com/what-social-poster-design-is-7-significant-poster-designers-advice/#.VEB3w77pSOI>
<http://guilty-novin.blogspot.com/2012/08/chapter-60-posters-in-social-protests.html>

Keep in mind the following definition from <http://whatis.techtarget.com/definition/raster-graphics>

To work effectively with better research and options **you will work with a partner on this project**. As a group you should make smart decisions about what the work will focus on, but at the end, each member of the group will have his or her own original creation.

You will present the project to the class as a Power Point while addressing the facts related to your poster and explaining the imagery. You must be knowledgeable about the issues that surround your images, have facts and be able to answer questions. Your instructor will provide a "skeleton" Power Point Template to help you get started with your group presentation.

Assignment Objectives:

1. To research about the history of the poster as a graphic mean of expression.
2. To apply the knowledge acquired during the research to create powerful imagery.
3. To experience the design process, which starts from research, analyzing, and thinking about the subject matter to finding form to communicate the concept.
4. To practice how to prepare a project for printing; correct image size and resolution will be explained and apply to the project. Save/Export and PDF options as well as CMYK vs. RGB will be explained.
5. To develop the skill to use visual principles of design and elements to communicate effectively through the poster medium.
6. To communicate concepts and observations clearly and concisely. You must solve given visual communication problems through research and information gathering, critical analysis, and the generation of multiple alternative solutions.
7. You must demonstrate that you understand the relationship of graphic design to other disciplines and to society.
8. Make an age appropriate poster; know who your target audience is.
9. To gain more experience with Adobe Photoshop.

Specifications:

1. Size: 11" x 17"
2. Full Color (black and white is also acceptable)
3. Include the name of the typeface, the whole font of the typeface, and other words to help strengthen the concept.

Process:

1. You must start with basic research and Make a list of all of the facts.

2. Sort the info in order of importance (hierarchical order).
3. Decide on images that will support your message.
4. Choose appropriate typefaces (most of the weight of the porter's message should fall on the image).
5. The first day of work you must provide the instructor 10 sketches, hand drawn based on a grid design. Further instructions will be given in class.
6. You may use royalty and copyright images with permission to be altered from the Internet or take your own photos.

Examples:

Follow this links:

<http://blog.peta.org.uk/2013/11/3-animal-friendly-student-art-projects/>

http://www.humanesociety.org/issues/abuse_neglect/facts/animal_cruelty_facts_statistics.html

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: *No recommended textbook at this time. You will receive an additional tool/ supply list*

Classroom Expectation:

1. Work on projects with emphasis on developing better communication, critical thinking and teamwork skills.
2. Gain familiarity with art terminology and tools as it relates to the fine art photography with a strong focus on the camera and Adobe editing software.
3. Maintain a professional and respectful attitude. This includes but is not limited to meaningful participation in critiques and maintenance of classroom facilities and shared supplies.
4. Gain familiarity with art terminology and tools as they relate to the graphic arts with a strong focus on the Adobe Creative Suite software.
5. Edit images, photographs and create basic animations.
6. Demonstrate competency in photographic techniques such as exposure, filters, depth of field, etc., input devices such as digital cameras and scanners, and output devices such as printers.

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 after delivery.) 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>. 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.

Required Core Objectives	Applied to Student groups will create a visual art project and PowerPoint that effectively communicate 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 <i>Approved passing standard on Institutional Rubric</i>	Target: Expected % of Students Meeting Core Objective 70% of all art projects and/or
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				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 and PowerPoint that effectively communicate 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.	<i>Approved passing standard on Institutional Rubric</i>	70%
Communication Skills	Student groups will create a visual art project and presentation 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.	<i>Approved passing standard on Institutional Rubric</i>	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.	<i>Approved passing standard on Institutional Rubric</i>	70%
Social Responsibility	Student groups will create a visual art project and presentation 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.	<i>Approved passing standard on Institutional Rubric</i>	70%