



Syllabus: **ART 100 Basic Design**

Course Information

Course Prefix/Number: ART100
Semester: Summer Session II
Class Days/Times: **MTWR**

Credit Hours: 3
Course Title: Basic Design
Room: Central 401

Instructor Information:

Name: Linda Chappel

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Office hours: MTWR 8:00-8:30

Course Description:

Introduces students to the elements and principles of visual design. Includes line, shape, space, value, texture, volume and color. Also includes skill development in organizing these elements and applying the visual principles of harmony, variety, balance, tension, rhythm, proportion, repetition, and contrast.

Course Objectives:

During this course students will explore visual art and design through:

1. Realization & application of the elements of design
2. Realization, application & intentional manipulation of the principles of design
3. Convergent & divergent creative processes
4. Realization and application of various art & design materials
5. Realization and application of various art & design processes and methods
6. Giving ideas intentional form
7. Communication through form
8. Demonstrate self-reflection, formative evaluation and critical thinking

Student Learning Outcomes

Outcome 1: Ability to intentionally manifest ideas in visual form.

Measurement: Students create an art product (i.e., choosing from various media) that gives an idea form and manifests specific content. Product will be assessed by end of term portfolio review.

Outcome 2: Ability to synthesize indigenous, Native, and Himdag ideas and artifacts into personal artistic style and vision.

Measurement: Students create a portfolio of art products using various media that demonstrate an understanding of cultural synthesis.

Outcome 3: Ability to intentionally manipulate media to specific outcomes.

Measurement: Students demonstrate their ability by using the elements and principles from studio courses to solve visual problems.

Outcome 4: Ability to manifest a personal vision across a range of media.

Measurement: Cumulative evidence ascertained by review of portfolios evidencing a range of student work from admittance to graduation with their AFA.

Outcome 5: Students consciously integrate visual art and design theory and practice into Himdag.

Measurement: Student portfolios evidence ability to visually communicate O'odham culture. This outcome will be measured by the instructor.

Course Structure:

Students will create 6 (six) separate projects in which they will engage in the intentional manipulation and application of the elements + principles of design through a series of projects that include but are not limited to:

1. Line in space 3D rendering 3D manipulation of wire toward form.
2. Line as value T-So:son rendering. Line as value and expressive mark.
3. Food sovereignty glue print. One of two distinct methods of multiples production: relief and stencil prints.
4. Harmful foods value shape collage. Utilization of collage for shape and visual texture effect.
5. Personal iconography shape-to-mass construction. 3D construction methods for mass and texture.
6. Color wheel and indigenous calendar integration. Color: theory, utilization & application to create aesthetic effect & content.

For all projects students engage in professional presentation and finishing of work for exhibition: matting, mounting & framing

Projects engage students in:

1. Realization & application of the elements of design
2. Realization, application & intentional manipulation of the principles of design
3. Convergent & divergent creative processes
4. Realization and application of various art & design materials
5. Realization and application of various art & design processes and methods
6. Giving ideas intentional form
7. Communication through form
8. Demonstrate self-reflection, formative evaluation and critical thinking.

Texts and Materials:

**Art & design will purchase a kit for many of the materials, additional materials are supplied
Failure to come to class appropriately prepared will lead to lowered marks on the project.**

TEXT: No text is required for this course; materials will be presented in power point lectures and handouts

Evaluation and Grading & Assignments:

100-90	A
89-80	B
79-70	C
69-60	D
59 + below	F

In class assignments	600
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Attendance & class participation	400
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TOTAL POINTS:	1000
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Students are expected to take notes during lectures, videos and films and are responsible for the content presented.

Students are expected to come to class, prepared, with all necessary research, materials and prior requirements.

Students are encouraged to bring any concerns they may have about the course and course content to the attention of the instructor BEFORE quizzes, tests, Midterm and Final.

ATTENDANCE IS ESSENTIAL. Instructor reserves the right to drop students after 4 (FOUR) absences.

Himdag Cultural Component:

BASIC DESIGN, ART 100 will focus to imbed Tohono O'odham Himdag in projects that explore the elements, principles and processes of visual arts & design. Students will work to create fresh approaches to traditional cultural artifacts, modes of production, symbolic representation and iconography.

Tohono O'odham traditions and cultural beliefs will be discussed as relevant to course topics, and only as appropriate to the Tohono O'odham Nation's traditional standards for sharing information.

The predominant pedagogical practice in this course is that of group demonstration and other forms of demonstrative non-verbal communication.

Policies and expectations**ART 100 Basic Design, POLICIES AND EXPECTATIONS:**

1. Except in the case of an excused emergency, students are expected to attend each class.
2. Late arrivals will count against attendance record. Two late arrivals or early departures constitute one (1) absence.
3. Class participation and preparation are essential to student success.
4. Students are responsible for clean up of their particular and general work areas.
5. Failure to clean up will result in a loss of grade points.
6. Students must read textual material, prepare for projects, complete required research prior the class in which they will be offered.
7. Students are expected to come to class prepared for class and having done any preliminary work required as per the chronology.
8. Students are expected to stay in class ON TASK and work diligently throughout the whole time. Frequent/ continued exiting from the class during the class period will constitute one (1) absence.
9. No cell phone use is allowed during class. Use of cell phones during class, unless permitted by instructor, is a violation of the T-So:son. Unsanctioned use of cell phone during class constitutes one (1) absence.
10. Four (4) absences will lead to being dropped from the class.

11. Plagiarism (that is using another's work) is a serious offense.
12. Late work is marked down for each day of tardiness.
13. Failure to submit a project results in a grade of zero (0). An F is a better grade!
14. No work accepted after the last class.
15. Students are responsible for the safe utilization and return all tools and materials. Failure to do so will result in a fee charge for replacement of tools or withholding of grades until tools are replaced. The tools belong to the TOCC!
16. Students are required to obey all state and federal regulations. Breach of any established law that constitutes either a felony or misdemeanor will result in immediate exclusion from the class.

DISCLAIMER: This syllabus is designed to evolve and change throughout the semester based on class progress and interests. You will be notified of any changes as they occur.

Course Outline:

Week 1

Class #1 Class introduction & overview..
Intro: Syllabus, Chronology, policies and procedures contract.

Class #2 **Wire Drawing** Review Equipment, tools and materials for Wire Drawing
Introduce terms: Line, Value, Shape, Texture and Color

Class #3 **Wire Drawing**

Class #4 **Wire Drawing**

Week 2

Class #5 **Present/Critique: Wire Drawing**
Begin **Line as value Ink**

Class #6 **Line as value Ink**

Class #7 **Line as value Ink**

Class #8 **Line as value Ink**

Week 3

Class #9 **Present/Critique: Line as value Ink**
MIDTERM class work due for portfolio review.

Begin **Sovereign Foods Glue print** Introduce terms: **Balance, movement, emphasis, proportion, scale unity and variety**

Class #10 **Sovereign Foods Glue print**

Class #11 **Sovereign Foods Glue print**

Class #12 **Sovereign Foods Glue print**

Week 4

Class #13 **Present/Critique: Sovereign Foods Glue print**

	Begin Killers on the TON
Class #14	Killers on the TON
Class #15	Killers on the TON
Class #16	Begin project Final
Week 5	
Class #17	Present/Critique: Killers on the TON
Class #18	Final
Class #19	Final
Class #20	Final Test: Portfolio one-on-one assessment .

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When writing SLOs ask yourself two simple questions:
“Can it be measured?” and “Is learning being demonstrated?”

Contrast the following Student Learning Outcome:

The student will be able to demonstrate the ability to use the conventions of grammar when creating paragraphs.

with the Course Objective:

Given a paragraph of ten sentences, the student will identify ten rules of grammar which are used in its construction.

Examples of poorly written SLOs:

- 1. Students will be able to comprehend, interpret, analyze and critically evaluate material in a variety of written and visual formats.*
- 2. Students will draw on historical and/or cultural perspectives to evaluate and/or all of the following contemporary problems/issues, contemporary modes of expression, and contemporary thought.*
- 3. Students will apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments.*

Avoid using non-action verbs such as:

Appreciate
Become aware of
Become familiar with
Know
Learn
Understand
Value

Glossary of Terms:

Assessment: the continual process of:

Establishing clear, measurable expected outcomes of student learning;

Ensuring that students have sufficient opportunities to achieve those outcomes;

Systematically gathering, analyzing, and interpreting evidence to determine how well student learning matches our expectations; and,

Using the resulting information to understand and improve student learning. (Suskie, *Assessing Student Learning*, 4)

Classroom Assessment and Classroom Assessment Techniques (CATS): Classroom assessment is a systematic approach to formative evaluation, and Classroom Assessment Techniques (CATS) are simple tools for collecting data on student learning in order to improve it. CATS are 'feedback devices,' instruments that faculty can use to find out how much, how well, and even how students are learning what they are trying to teach...these formative assessment tools are meant to give teachers and students information on learning before and between tests and examinations; therefore, they supplement and complement formal evaluations of learning (Angelo and Cross, *Classroom Assessment Techniques: A Handbook for College Teachers*, 25-26).

Evaluation: One perspective equates it with judgment: evaluation is using assessment information to make an informed judgment on such things as:

Whether students have achieved the learning goals established for them;

The relative strengths and weaknesses of teaching and learning strategies; and,

What changes in goals and teaching-learning strategies might be appropriate.

A second conception of evaluation is that it determines the match between intended outcomes and actual outcomes. A third conception of evaluation is that it investigates and judges the quality or worth of a program, project, or other entity rather than student learning...Under this definition, evaluation is a broader concept than assessment. While assessment focuses on how well student learning goals are achieved, evaluation addresses how well all the major goals of a program are achieved (Suskie 12).

Formative assessment: ...“undertaken while student learning is taking place rather than at the end of a course or program” (24). (e.g., a mid-term progress report, etc.)

Learning outcomes (or learning goals): a description of “how students will be different because of a learning experience. More specifically, learning outcomes are the knowledge, skills, attitudes, and habits of mind that students take with them from a learning experience” (117).

Objectives: a description of “detailed aspects of goals...Objectives can also describe the tasks to be accomplished to achieve the goal—the means to the end, the process leading to the outcome” (117).

Summative assessment: “the kind obtained at the end of the course or program” (23).

