



Syllabus: **ART 100 Basic Design**

Course Information	
Course Prefix/Number: ART100	Credit Hours: 3
Semester: Summer Session II	Course Title: Basic Design
Class Days/Times: 2:15-3:45 MTWR	Room: Central 401

Instructor Information:	Phone/Voice Mail: (520) 508-2347
Name: Linda Chappel	E-mail: lchappel@tocc.edu
	Office location: central 401
	Office hours: MTWR 8:00-8:30 or by appointment

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 5 (five) 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 as value T-So:son rendering. Line as value and texture. Visual communication of complex concepts. Principles of unity and space.
2. Food sovereignty print. Relief prints, use of printmaking techniques and tools. Principles of contrast, Proportion and scale plus texture and pattern.
3. Color wheel and indigenous calendar integration. Color: theory, utilization & application of paint.
4. Favorite things value shape collage. Utilization of collage. Elements of shape, color (color schemes) Principles of balance, movement and emphasis.
5. Final – Insect house-create a logo, info graphic and 3D design that will utilize all the elements and principles learned in this course to create an Insect House as a branded product.

Projects engage students in:

1. Realization & application of the elements of design
2. Realization, application & intentional manipulation of the principles of design
3. Creative problem solving 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 (100 per assignment)	500
Attendance & class participation (20 points per class)	400
Test (final exam)	100
TOTAL POINTS:	1000

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.

Title IX Syllabus statement Tohono O'odham Community College faculty and all staff are dedicated to creating a safe and supportive campus. Title IX and our school policy prohibit discrimination on the basis of sex- this includes sexual misconduct; harassment, stalking, domestic and dating violence and sexual assault. Sexual discrimination and sexual violence can undermine students' academic success and quality of life on campus and beyond. We encourage students who have experienced any form of sexual misconduct to talk about their experience and seek the support they need. Confidential support and academic advocacy can be found with: Christie Kelly, M.A. Counselor/Title IX Coordinator ckelly@tocc.edu

ADA Statement: Reasonable Disability Accommodations:

TOCC seeks to provide reasonable accommodations for all qualified individuals with disabilities. The College will comply with all applicable federal, state and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to provide an equal educational opportunity.

Course Outline:

July 5th- Start of Class- begin First project! Overview-

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

Week 1 July 9-12th

Class #2 Begin Line as value Ink- lecture terms and techniques
Class #3 Line as value Ink
Class #4 Line as value Ink
Class #5 **Line as value Ink**

Week 2 July 16th-19th

Class #6 **Present/Critique: Line as value Ink**
Review of Elements and principles.
Begin **Sovereign Foods** print - lecture terms and techniques
Class #7 Sovereign Foods print
Class #8 Sovereign Foods print
Class #9 Sovereign Foods print

Week 3 July 23th-26th

Class #10 **Present/Critique: Sovereign Foods print**
MIDTERM - assessment
Begin color wheel- intro color wheel terms and concepts
Class #11 Color Wheel- thumb nails and roughs- transfer to page painting demo
Class #12 Color Wheel- color mixing and painting
Class #13 Color Wheel painting

Week 4 July 30th-August 2nd

Class #14 **Present/Critique Color Wheel**
Begin Favorite Things- Balance Movement and Emphasis- lecture terms/techniques
Class #15 Favorite Things- Balance Movement and Emphasis

Class #16 Favorite Things- Balance Movement and Emphasis
Class #17 **Present/Critique** Favorite Things- Balance Movement and Emphasis
Begin Insect House

Week 5 August 6th-9th
Class #18 **Insect Houses, logo**
Final Exam Review **of Elements and principles.**
Class #19 **Insect Houses, info-graphic**
Class #20 **Insect Houses, construction**
Class #21 ***ALL course Work Completed!!***
Presentation of Insect Houses, logo and info-graphic
Final Test

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.

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).

