I. INTRODUCTION
A. An introduction to the fundamental terminology, concepts, theory, and application of two-dimensional design (ACGM). Design I offers students foundational knowledge and experience in analyzing and applying design principles with a sense of adventure and confidence in their own creative action. As students learn the vocabulary, terminology, methods and media of the field of design, they add use of design principles to intuitive responses to design, and practice manipulating and transforming traditional media and various found materials into forms with new significance. The course introduces many media and types of work, stressing two-dimensional design. Theory and abstractions will be related to practical applications in a problem-solving approach to design.

B. Design I is a foundation course for all visual arts majors and is a recommended elective in other programs. It fulfills a core curriculum requirement in the Creative Arts when pursuing AA/AS degrees or transfer to other Texas public colleges and universities for BA/BS degrees.

C. In support of the objectives of the Texas core curriculum, this course provides significant exercise of students’ critical thinking, communication skills, teamwork and social responsibility. These objectives form a foundation of intellectual and practical skills that are essential for learning.
   - Critical thinking skills include creative thinking, innovation, inquiry and analysis, evaluation, and synthesis of information
   - Communication skills include effective development, interpretation and expression of ideas through written, oral and visual media.
   - Teamwork includes the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
   - Social responsibility includes the ability to connect choices, actions and consequences to ethical decision-making.

D. Prerequisite: none.

II. COURSE STUDENT LEARNING OUTCOMES
General Education Objectives
Upon successful completion of this course, Design I, the student will be able to:

A. Identify and apply the elements of art and principles of two-dimensional design.
B. Employ discipline specific vocabulary in the evaluation of two-dimensional design problems.
C. To demonstrate an awareness and appreciation of the scope and variety of works in the arts and humanities.
D. Demonstrate creative skill in aesthetic problem solving within assigned parameters.
E. To be able to understand complex interrelationships between verbal and nonverbal communication.
F. To demonstrate effective use of time, money, materials, and resources.
G. To be able to analyze and synthesize information into visual works.
H. To be able to process information in new and creative ways.
I. To develop an appreciation for the aesthetic principles in the humanities and arts.
J. Demonstrate an appropriate level of professional practice, including safety, craft and presentation.

May 2015
K. To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.
L. To understand artworks as expressions of individuals and civilizations in a historical context.
M. To respond critically to works in the arts and humanities.
N. To engage in the creative process and comprehend the physical and intellectual demands required of the artist.
O. To be able to articulate an informed personal reaction to works in the arts and humanities individually or in a group.

Specific Course Objectives

A. The students will demonstrate effective communication, critical thinking, and teamwork skills in their designs.
B. Students will demonstrate an understanding of the relationship of the Visual Arts and Social Responsibility in design.
C. Students will work with a variety of design mediums.
D. Students will gain a familiarity with design terminology.
E. Students will apply the Principles of Design to their works.
F. Students will apply a variety of techniques in design.
G. Students will apply a variety of accurate, expressive and conceptual approaches in design.
H. Students will solve visual problems and create dynamic compositions.
I. Students will discuss their work for grading in a professional manner in critiques and/or written form.
J. Students will present work for grading in a professional manner.
K. Students will maintain a professional and respectful attitude.
L. Students will maintain classroom facilities and share supplies.
M. Students will develop good interpersonal skills with other students and faculty.
N. The student will demonstrate the willingness to challenge traditional thinking and create works that challenge established norms and rules.
O. Students will indicate an understanding of the relationship between form and function.
P. Students will understand and use the visual elements in basic 2-dimensional design.
Q. The students will explore topics dealing with the history of design.
R. The student will gain an overall appreciation of design as an expressive medium.

Texas Core Curriculum Objectives for Foundational Component Area – Creative Arts:

- Communication Skills (REQUIRED)

Brief Description of Assignment and/or Activity to fulfill Course Objectives:
Student groups/teams will create a visual arts project and/or submit an essay or speech that demonstrates an understanding of focus, organization, understanding the assignment, personal style, (and effective vocal and nonverbal communication if it is a speech). Given
topics should focus on photography, but may include public art, architecture, environmental art, installations, etc., that are connected to photography.

**Direct Assessment Method:** A rubric will be used in photography, but could include embedded questions, juried assessment, pre/post tests and other methods.

**Brief Outline of Assessment Method(s):** The rubric for this portion of the project and/or essay or speech will include proper documentation, sources, and include visual elements that rely on good design. Each of the specific concepts of communication will be evaluated: focus, organization, understanding of the assignment, style, (and vocal delivery and nonverbal communication if it is a speech). The rubric will be a 5 point evaluation system with 5 being excellent, 4 being good, 3 being competent, 2 being marginal, and 1 being poor.

**Benchmark/Target:** 70% of all projects, speeches or essays will score at least an average of 3 on the rubric. The number of teams being evaluated will depend on the class size.

**Critical Thinking Skills (REQUIRED)**

**Brief Description of Assignment and/or Activity to fulfill Course Objectives:** Student groups/teams will create a visual arts project and/or submit an essay or speech that shows effective use of critical thinking skills that will include the concepts and use of inquiry, analysis, synthesis, and product. Given topics should focus on photography, but may include public art, architecture, environmental art, installations, etc., that are connected to photography.

**Direct Assessment Method:** A rubric will be used in photography, but could include embedded questions, juried assessment, pre/post tests and other methods.

**Brief Outline of Assessment Method(s):** The rubric for this portion of the project and/or essay or speech will exemplify effective and sound critical thinking in order to reach their conclusion. Each of the specific concepts of critical thinking will be evaluated: inquiry, analysis, synthesis, and product. The rubric will be a 5 point evaluation system with 5 being excellent, 4 being good, 3 being competent, 2 being marginal, and 1 being poor.

**Benchmark/Target:** 70% of all projects, speeches or essays will score at least an average of 3 on the rubric. The number of teams being evaluated will depend on the class size.

**Teamwork: (REQUIRED)**

**Brief Description of Assignment and/or Activity to fulfill Course Objectives:** Student groups/teams will create a visual arts project and/or submit an essay or speech that shows effective teamwork and the ability to support a shared goal as well as considering differing points of view. All team members should contribute to the research project, cooperate with one another, and be able to show good self-management skills. Given topics should focus on photography, but may include public art, architecture, environmental art, installations, etc., that are connected to photography.
Direct Assessment Method: A rubric will be used in photography, but could include embedded questions, juried assessment, pre/post tests and other methods.

Brief Outline of Assessment Method(s): The rubric for this portion of the project and/or essay or speech will exemplify effective teamwork and the ability to work with one another. Each of the specific concepts of teamwork will be evaluated: contribution, cooperation, and self-management. The rubric will be a 5 point evaluation system with 5 being excellent, 4 being good, 3 being competent, 2 being marginal, and 1 being poor.

Benchmark/Target: 70% of all projects, speeches or essays will score at least an average of 3 on the rubric. The number of teams being evaluated will depend on the class size.

- Social Responsibility (REQUIRED)

Brief Description of Assignment and/or Activity to fulfill Course Objectives: Student groups/teams will create a visual arts project and/or submit and essay or speech that shows an understanding and use of social responsibility in relation to the visual arts. The student team should show a demonstration and understanding of intercultural viewpoints and civic knowledge in their project and their role in local, regional, national and global communities. The student teams should demonstrate an understanding of good citizenship, social justice, and ecology. Given topics should focus on photography, but may include public art, architecture, environmental art, installations, etc., that are connected to photography.

Direct Assessment Method: A rubric will be used in photography, but could include embedded questions, juried assessment, pre/post tests and other methods.

Brief Outline of Assessment Method(s): The rubric for this portion of the project and/or essay or speech will exemplify an understanding of the relationship to photography and social responsibility. Each of the specific concepts of social responsibility will be evaluated: citizenship, social justice, and ecology. The rubric will be a 5 point evaluation system with 5 being excellent, 4 being good, 3 being competent, 2 being marginal, and 1 being poor.

Benchmark/Target: 70% of all projects, speeches or essays will score at least an average of 3 on the rubric. The number of teams being evaluated will depend on the class size.

Course Compilation/Summary Results: At the end of the semester, a rubric of success/failure will be created to show the percentages/results of all the sections for reporting purposes.

III. INSTRUCTIONAL MATERIALS

www.ctcd.edu/books
Borrowing other student’s supplies is not acceptable

1. Strathmore Bristol smooth tablet 14”x17”
2. 18” ruler - metal or wood, with metal edge
3. Pencil: 6H or Design Ebony
4. Protractor (small and inexpensive)
5. Compass (inexpensive)
6. Knife
7. Permanent Sharpie - Extra Fine Point
8. Scissors
9. Glue Stick and small bottle of Elmer’s Glue
10. Acrylic Paints (2 or 3 oz. Tubes): Cadmium Red, Phthalo Blue, Cerulean Blue, Titanium White, Mars Black, Dioxazine Purple, Lemon Yellow, Alizarin Crimson
11. Small palette knife for mixing paint (may be plastic)
12. Magazines to cut up for collage (may be plastic or laser copy)
13. Cans of Jars of Cups for water (Styrofoam or plastic only, no glass) large plastic lid works best as a palette (or plastic plates). The Achromatic value project will require 5 closed containers such as baby food jars.

Any additional supplies you deem necessary to complete this course

Begin now looking through magazines for images

C. Audio Visual Aids:

Slides and videos will be seen, as appropriate.

IV. COURSE REQUIREMENTS

A. Reading Assignments:
Students are expected to read all assigned work. Text pages will be announced and are included in the course outline.

B. Projects:
Students will hand in, on time, a finished project for each assignment. Students will present class notebook at end of semester. Contents and format will be specified by instructor.

C. Class Performance:
1. Students are required to be willing to work in class.

2. Students must attend classes. Un-excused absences or tardiness, as well as early cuts, will affect student=s grade.
3. Students will be expected to maintain work areas properly and replace all classroom equipment used.

4. It is the responsibility of the student to initiate making up any work missed. An acceptable written excuse must be submitted and approved in order to submit exam projects.

5. Students are expected to maintain civility, courtesy, and scholastic honesty.

6. Students are expected to participate fully in class discussions and critiques.

7. Students will be expected to maintain their work area.

V. EXAMINATIONS

Due to the nature of this course, students will not take written examinations. Instead, students will be graded on the entire body of work done during the semester.

VI. SEMESTER GRADE COMPUTATIONS

A. Unit Projects - Each project will be critiqued and evaluated. The final grade in the course will be an average of project grades.

B. Point-to-Grade Ratio:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 - 100</td>
<td>A</td>
</tr>
<tr>
<td>80 - 89</td>
<td>B</td>
</tr>
<tr>
<td>70 - 79</td>
<td>C</td>
</tr>
<tr>
<td>60 - 69</td>
<td>D</td>
</tr>
<tr>
<td>0 - 59</td>
<td>F</td>
</tr>
</tbody>
</table>

VII. NOTES AND ADDITIONAL INFORMATION FROM THE INSTRUCTOR

A. Course Withdrawal: It is the student’s responsibility to officially withdraw from a course if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file a Central Texas College Application for Withdrawal (CTC Form 59). The withdrawal form must be signed by the student.

CTC Form 59 will be accepted at any time prior to Friday of the 12th week of classes during the 16-week fall and spring semesters. The deadline for sessions of other lengths is:

<table>
<thead>
<tr>
<th>Session Type</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-week session</td>
<td>Friday of the 8th week</td>
</tr>
</tbody>
</table>
The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin. A student who officially withdraws will be awarded the grade of AW provided the student=s attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the College before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of AF or AFN for nonattendance.

B. Administrative Withdrawal: An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on CTC Form 59 for submission to the registrar.

C. Incomplete Grade: The College catalog states, An incomplete grade may be given in those cases where the student has completed the majority of the coursework but, because of personal illness, death in the immediate family, or military orders, the student is unable to complete the requirements for a course. . . Prior approval from the instructor is required before the grade of AI for Incomplete is recorded. A student who merely fails to show for the final examination will receive a zero for the final and an AF for the course.

D. Cellular Phones and Beepers: Cellular phones and beepers will be turned off while the student is in the classroom or laboratory.

E. American with Disabilities Act (ADA): Disability Support Services provide services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

F. Instructor Discretion: The instructor reserves the right of final decision in course requirements.

Civility: Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.
VII. COURSE OUTLINE

INSTRUCTIONAL METHODS AND ASSIGNMENTS:
- Classroom Lectures, Demonstrations and Discussions
- Reading Assignments
- Slide Lectures and Films
- Quizzes and Exams (related to reading assignments, studio processes and terminology)
- Written Formal Analysis and Essays
- Studio Practice and Discussions
- Texas Core Curriculum specific assignments (addressing the four required Creative Arts objectives): The four required objectives (Communication, Critical Thinking, Teamwork and Social Responsibility) will be evaluated through essays and group projects that will be graded with a rubric.

Unit Learning Outcomes: students will be able to:
- Plan and produce well organized and visually interesting two dimensional designs based on the compositional principles and the individual expression innate to the creative aspects of 2-D designing.
- Explain why they should develop a perspective of art forms broad enough to realize that there are many solutions to any one design problem.
- Utilize design related vocabulary to describe certain styles and concepts of art.
- Apply basic compositional principles as discussed in class critiques and lectures.
- Apply individual critique and group critique suggestions to resolution of design problems.

DESIGN CHARACTERISTICS (ELEMENTS, PRINCIPLES AND COMPOSITIONS)

**Line:** isolate linear elements for in-depth considerations and organize basic linear designs.

**Shape/Volume:**
- Positive/negative (object/ground)
- Three dimensional shapes (forms)
- Abstraction
- Non-objective

**Texture:**
- Texture as tactile, visual, and as pattern
- Textures without their everyday associations

**Depth** -- devices to show depth:
- Hieratic scale
- Overlapping
- Vertical location
- Aerial/atmospheric perspective
- One, two, and three point perspective
- Open/closed form
• Transparency

Value:
• Value as pattern
• Chiaroscuro/modeling
• Value techniques
• Balance by value

Balance:
• Symmetrical balance
• Approximate symmetry
• Asymmetrical
• Radial
• Crystallographic

Rhythm:
• Alternating rhythm
• Progressive rhythm
• Kinesthetic
• Rhythm + variety = harmony (unity)

Unity:
• Proximity
• Continuation/directional lines
• Varied repetition
• Emphasis on unity
• Chaos and control

Emphasis/Focal Point:
• Emphasis by contrast
• Emphasis by isolation
• Emphasis by placement

PROJECT COMPOSITIONS

Unit Learning Outcomes -- students will be able to:
 a. Apply creative understanding toward the production of compositions reflecting skill in using various media.
 b. Proficiently relate colors to each other for special effects, both formal and emotional.
 c. Understand how to relate the Art Elements and Design Principles to collage and various design projects.

Project criteria:
 a. Composition 1: Decalcomania (Lecture, Demonstration, and Student Studies)
   • Color as aid to depth perception
   • Color and figure-ground relationship as a balanced, changeable depth perception.
   • Color choices for specific effects
b. Composition 2: Torn Paper Landscapes (Lecture, Demonstration, and Student Studies)
   - Color as denial of depth perception
   - Use of various color harmonies
   - Using abstracted shapes

c. Composition 3: Study of Achromatic Gray (Lecture, Demonstration, and Student Studies)
   - Relationship of object-ground (positive/negative shape) to create the illusion of depth.
   - Using shapes to illustrate concepts of aerial perspective to creating the illusion of depth.

d. Composition 4: The Color Wheel (Lecture, Demonstration, and Student Studies)
   - Color wheel and charts
   - Color contrasts as design
   - Traditional color harmonies

e. Composition 5: Non-Objective Design (Lecture, Demonstration, and Student Studies)
   - Traditional color harmonies
   - Mass and void
   - Color as aid to depth perception
   - Color and object-ground relationship as a balanced, changeable depth perception

f. Composition 6: Collage Design (Lecture, Demonstration, and Student Studies)
   - Organization of related sections illustrating a common theme (visual harmony)
   - Analysis of three-dimensional shapes (forms) from consideration (3-D forms)

GROUP PROJECTS, ESSAYS AND WRITTEN FORMAL ANALYSIS

a. Student groups/teams will create a visual arts project and/or submit an essay or speech that demonstrates an understanding of focus, organization, understanding the assignment, personal style, (and effective vocal and nonverbal communication if it is a speech). Given topics should focus on design, but may include public art, architecture, environmental art, installations, etc., that are connected to various forms of design. *An example of an assignment and rubric that covers all of the Texas Core Curriculum and required objectives is attached.*

b. Student will be required to write formal analyses for their own works based on Barrett’s Principles of Interpretation and the four levels of formal analysis, which you can use to explain a work of art: description, analysis, interpretation and judgment.