I. INTRODUCTION

A. This course fulfills three semester hours credit when completed with a passing grade. It introduces many media and types of work. Two-dimensional design is stressed. Theory and abstractions will be related to practical applications in a problem-solving approach to design.

B. This course will fulfill the humanities requirement at Central Texas College, is a recommended elective in some areas, is a foundation course for all visual arts majors, and serves as a general elective for any student.

C. This course is related to all visual arts occupations and to any liberal arts study field.

D. Prerequisite: none.

E. Alphanumeric coding used throughout the syllabus denoted the integration of SCANS occupational competencies (C) and Foundation skills (F).

II. LEARNING OUTCOMES

Upon successful completion of this course, Design I, the student will be able to:

A. Use design principles in addition to intuitive responses.

B. Use personal responses to subject matter and a sense of adventure and confidence in his own creative action.

C. Use the terminology and vocabulary of the field of design.

D. Manipulate the traditional media and various "found" materials and transform them into forms with new significance.

(C1, C3, C5, C6, C7, C8, C18, C19, F1, F5, F6, F7, F8, F9, F10, F11, F12, F13, F14, F15, F16)

January 2007
III. INSTRUCTIONAL MATERIALS

The instructional materials identified for this course are viewable through www.ctcd.edu/books

**Borrowing other students 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 Elmers 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 also Xerox for neutrals) 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>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 100</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>80 - 89</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>70 - 79</td>
<td></td>
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<tr>
<td>D</td>
<td>60 - 69</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0 - 59</td>
<td></td>
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</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 Length</th>
<th>Deadline</th>
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<tr>
<td>10-week</td>
<td>Friday of the 8th week</td>
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</tbody>
</table>
8-week session  Friday of the 6th week
5-week session  Friday of the 4th week

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 “W” 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 “F” or “FN” 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 “I” for Incomplete is recorded. A student who merely fails to show for the final examination will receive a zero for the final and an “F” 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’s 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.

G. 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.

VIII. COURSE OUTLINE

A. Lesson One: Art Elements and Design Principles as they relate to two dimensional ARTS 1311
design - Controlling the 2-D format.

1. **Learning Outcome:** Upon successful completion of this unit, the student will be able to:

   a. 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.

   b. Explain the importance of why the student should develop a perspective of art forms broad enough to realize that there are many solutions to any one design problem.

   c. Speak the vocabulary used to describe certain styles and concepts of art generally.

   d. Apply basic compositional principles as outlined in text and lectures.

   e. Apply class critique to resolution of design problems.

2. **Learning Activities:**

   a. See Daily Schedule

(C1, C3, C5, C6, C7, C8, C18, C19, F1, F5, F6, F7, F8, F9, F10, F11, F12, F13, F14, F15, F16)

3. **Equipment and Materials:**

   a. See Daily Schedule

   b. Reference text information, instructor demonstrations, lectures, slides, and videos.

4. **Audio Visual Aids:**

   a. Reference text information, instructor demonstrations, lectures, slides, and videos.

5. **Lesson Outline:**

   a. Chapter 7, Line: The student will be able to isolate linear elements for in-depth considerations and organize basic linear designs.

   b. Chapter 8, Shape/Volume: The student will be able to demonstrate, in given assignments, an awareness of:

      1. Positive/negative (object/ground)
      2. Three dimensional shapes (forms)
      3. Abstraction
      4. Non-objective

   c. Chapter 9, Texture: The student will be able to demonstrate, in given assignments, an awareness of:

      1. Texture as tactile, visual, and as pattern
      2. Textures without their everyday associations

   d. Chapter 10, Devices to show Depth: The student will be able to
demonstrate, in given assignments, an awareness of:
1. Hieratic scale
2. Overlapping
3. Vertical location
4. Aerial/atmospheric perspective
5. One, two, and three point perspective
6. Open/closed form
7. Transparency

e. Chapter 12, Value: The student will be able to demonstrate, in given assignments, an awareness of:
1. Value as pattern
2. *Chiaroscuro*/modeling
3. Value techniques
4. Balance by value - Chapter 5

f. Chapter 5, Balance: The student will be able to demonstrate, in given assignments, an awareness of:
1. Symmetrical balance
2. Approximate symmetry
3. Asymmetrical
4. Radial
5. Crystallographic

g. Chapter 6, Rhythm: The student will be able to demonstrate, in given assignments, an awareness of:
1. Alternating rhythm
2. Progressive rhythm
3. Kinesthetic
4. Rhythm + variety = harmony (unity)

h. Chapter 2, Unity: The student will be able to demonstrate, in given assignments, an awareness of:
1. Proximity
2. Continuation/directional lines
3. Varied repetition
4. Emphasis on uni
5. Chaos and control

i. Chapter 3, Emphasis/Focal Point: The student will be able to demonstrate, in given assignments, an awareness of:
1. Emphasis by contrast
2. Emphasis by isolation
3. Emphasis by placement

B. **Lesson Two:** Project Compositions

1. **Learning Outcomes:** Upon successful completion of this unit, the student will be able to

   a. Apply creative understanding toward the production of compositions reflecting skill in using various media.
   b. Better understand how to relate colors to each other for special effects, both formal and emotional.
c. Better understand how to relate the Art Elements and Design Principles to collage

2. Learning Activities:

a. See Daily Schedule
(C1, C3, C5, C6, C7, C8, C18, C19, F1, F5, F6, F7, F8, F9, F10, F11, F12, F13, F14, F15, F16)

3. Equipment and Materials:

a. See Daily Schedule
b. Reference text information, instructor demonstrations, lectures, slides, and videos.

a. Audio Visual Aids:

a. Reference text information, instructor demonstrations, lectures, slides, and videos.

5. Lesson Outline:

a. Composition 1: Decalcomania
   1. Color as aid to depth perception
   2. Color and object-ground relationship as a balanced, changeable depth perception
   3. Color choices for specific effects
b. Composition 3: Study of Achromatic Gray
   1. Relationship of object-ground (positive/negative shape) to create the illusion of depth.
   2. Using shapes to illustrate concepts of aerial perspective to creating the illusion of depth.
c. Composition 4: The Color Wheel as Design
   1. Color wheel and charts
   2. Color contrasts as design
   3. Traditional color harmonies
d. Composition 5: Non-Objective Design
   1. Traditional color harmonies
   2. Mass and void
   3. Color as aid to depth perception
   4. Color and object-ground relationship as a balanced, changeable depth perception
e. Composition 2: Torn Paper Landscapes
   1. Color as denial of depth perception
   2. Use of various color harmonies
   3. Using abstracted shapes
f. Composition 6: Three Level Collage Design
   1. Organization of related sections illustrating a common theme (visual harmony)
2. Analysis of three-dimensional shapes (forms) from consideration (3-D forms)