The ARTS-1311 DESIGN I is a foundation course for all art majors. The course introduces fundamental terminology, principles, concepts, and application of two-dimensional design.

Description of Instructional Methods:

Due to the campus closures for COVID-19, the ARTS-1312 Design II during the Summer I mini-
mester of 2020 will be taught online. The structure of the class includes lectures, demonstrations, online studio activities such as group discussions through zoom meetings, peer critique and evaluation through Flickr, and project developments through students’ working from home process. A digital image of each project should be submitted on the scheduled dates. At the completion of each assigned project, a final critique and presentation will take place online through Zoom platform.

To cover the terminology and process of preparing three-dimensional design, I will use Blackboard, WordPress, and Zoom to deliver course content. Zoom and Flickr will also be utilized to run critique and presentation online by sharing computer screens. In the class period, practicing and completing five 2D design projects will be essential activities for the class.

https://utrgv.zoom.us/ | http://pxstudio.us/blog

Course Objectives

1. To identify basic elements of two-dimensional design.
2. To introduce principles of two-dimensional design.
3. To introduce principles of color design and color theory.
4. To analyze, critique, and discuss the design attributes of various 2D design forms through a variety of materials and methods.
5. To create each two-dimensional composition in a unique form.
6. To demonstrate the ability to conceive and generate artistic 2D compositions from prescribed conceptual guidelines to aesthetically finished status with suggested materials.
7. To address art and design in an interdisciplinary context.
8. To enhance problem solving skills in practicing the usability of concepts and media.
9. To understand the importance of creating two-dimensional designs, and the usability of 2D forms in variety fields of art and design such as pattern design, surface design, textile design, interior design, and graphic design in the real world.

Student Learning Objectives / Outcomes for the Course:

Upon completing the ARTS-1311 course, students will be able to

• Identify the elements of 2D art, and apply the principles of two-dimensional design to each graphic composition.
• Explore the skill of critical thinking in generating functional 2D artwork through assigned projects.
• Apply the skill of creative development in aesthetic problem solving through assigned projects.
• Apply digital colors to address color harmony and color expression.
• Create and present an impressive two-dimensional design layout through a unique practice, craftsmanship, and proficiency of design software in the process of creating each individual 2D design.

Major Course Requirement and The Standards of Completing Successful 3D Projects / Course Expectation for Students

After completing this course, students should be able to

1. Apply 2D design principles into every day’s design practicing.
2. Use a variety of visual elements such as point, line, shape, grid, plane, volume, balance, rhythm, space, unity, texture, pattern, color, and an organization of forms in composition to make two-dimensional designs.
3. Use a variety of materials such as paper, pens, ink, ruler, computer, and CAD software, appropriately in a process of 2D design and project development.
4. Create a possible function to some 2D projects.
5. Generate a quality 2D portfolio for School of Art’s mid-term review.
6. Prepare to become a professional graphic designer and problem solver in one or more 2D related creative fields.
Teaching Philosophy

“The real success is finding your life work in the work that you love.” The real joy of teaching comes from student success. I desire to be a successful educator. I fully commit myself to both teacher-scholar model and teacher-designer model. To prepare students for the real world, I teach my students not only fundamental knowledge and techniques, but also their critical thinking and problem solving capabilities. I mainly endeavor to address my teaching on the following four aspects:

1. Explaining complex theories through demonstrations and workshops.
2. Stimulating student’s interest in exploring their critical thinking and the concept of work, and assist them to produce professional work.
3. Introducing students to learn the most updated technologies, and encouraging students to seek newest graphic design trends.
4. Teaching technical problems solving skills to students when they exploring complex design projects.

Textbooks

Principles of Two-Dimensional Design
ISBN-10: 0471289604

Principles of Color Design
ISBN-10: 9780471287087

Recommended Resources for 3D Design Inspirations
AIGA | Behance | Pinterest | Youtube | Creative Blog

Supplies & Materials

- Computer with basic audio/video output
- Internet access
- Textbook available on Amazon
- Bristol Paper Pad (9”x12” smooth)
- Tracing Paper (16”x18”)
- X-acto Knife & Blades
- Cutting Mat (Optional)
- Straight Ruler or Omnigrid Quilter’s Ruler (6”x24”)
- Glue Stick
- Artist Pen
- Graphite Pencil & Eraser
- Tackel Box (to store your supplies/optional)

Course Tools

- Blackboard
- Zoom
- Wordpress Blog
- Flickr
- Behance

Applications

- Adobe Illustrator CC
- Affinity Designer (Optional)

Student Services

Students who demonstrate financial need have a variety of options when it comes to paying for college costs, such as scholarships, grants, loans and work-study. Students should visit the Students Services Center (U Central) for additional information. U Central is located in BMAIN 1.100 (Brownsville) or ESSBL 1.145 (Edinburg) or can be reached by email (ucentral@utrgv.edu) or telephone: (888) 882-4026. In addition to financial aid, U Central can assist students with registration and admissions.

Students seeking academic help in their studies can use university resources in addition to an instructor’s office hours. University Resources include the Learning Center, Writing Center, Advising Center and Career Center. The centers provide services such as tutoring, writing help, critical thinking, study skills, degree planning, and student employment. Locations are:

- Learning center: BSTUN 2.10 (Brownsville) or ELCTR 100 (Edinburg)
- Writing center: BLIBR 3.206 (Brownsville) or ESTAG 3.119 (Edinburg)
- Advising center: BMAIN 1.400 (Brownsville) or ESWKH 101 (Edinburg)
- Career center: BCR 129 (Brownsville) or ESSBL 2.101 (Edinburg)

Students with Disabilities

Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive academic accommodations should contact Student Accessibility Services (SAS) for additional information. In order for accommodation requests to be considered for approval, the student is responsible for providing sufficient documentation of disability to SAS and participating in an interactive discussion with SAS staff. Accommodations may be requested at any time but are not retroactive. Please contact SAS early in the semester/module for guidance. Students who experience a broken bone, severe injury, or undergo surgery may also be eligible for temporary accommodations.

Student Accessibility Services | Email: ability@utrgv.edu

Edinburg Campus:
108 Unniversity Center (EUCTR)
Phone: (956) 665-7005

Brownsville Campus
1.107 Music and Learning Center Building (BMSLC)
Phone: (956) 882-7374
Safety Statement

UTRGV is committed to providing a safe and healthy environment for study and work. You are expected to learn and comply with UTRGV’s policies of Environmental, Health, Safety, and Risk Management, and agree to follow the safety policies. More information about the EHSRM policies can be found at https://www.utrgv.edu/ehsrm/.

Although the class is fully accessed online, the following guidelines should still be followed to help ensure safety:

1. Protect yourself and others by wearing facial mask when you’re walking outdoor.
2. Follow the social distancing rule.
3. Cover your cough/sneeze, and wash your hand.
5. Should never mix chemicals for any reason.

Adobe Statement

Access to software available through the Adobe Creative Cloud is required for this course. UTRGV students who are currently enrolled in a course which utilizes Adobe software in order to complete coursework are eligible to receive a free subscription to the Adobe Creative Cloud. To ensure that you could use Adobe Illustrator CC from home, please check the following link carefully:
https://support.utrgv.edu/TDC/client/1849/Portal/KB/ArticleDet?ID=102393

Adobe is making temporary at-home access to Creative Cloud available for schools and colleges who currently have only lab access for students, at no additional cost.

If you don’t have a personal computer at home, you can come to the open lab Room 2.106, Computer Center in Academic Service Building at the Edinburg campus | 8 am – 9 pm every weekday to use computer and software for your projects.

Scholastic Integrity

As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

Sexual Harassment, Discrimination, and Violence

In accordance with UT System regulations, your instructor is a “Responsible Employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct and discrimination. If students, faculty, or staff would like confidential assistance, or have questions, they can contact OVAVP (Office for Victim Advocacy & Violence Prevention) at 665-8287, 882-8282, or OVAVP@utrgv.edu.

Pregnancy, Pregnancy-related, and Parenting

Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related condition, or parenting (reasonably immediate postpartum period) are encouraged to contact Student Accessibility Services for additional information and to request accommodations.
Attendance Policy

Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

Tardiness Policy

A tardy means you are being late over 5 minutes when you clock in. Tardiness is not tolerated in this class. Three tardies will be counted as an absence. A tardy or an absence on a critique/presentation day will result in a grade reduction for that project.

Effort Policy

Students are expected to keep track of their performance throughout the semester, and seek guidance from the instructor and available sources. If their performance drops below satisfactory levels. Unprepared, late to class, and/or non-participating students will receive a reduced project grade when applicable.

Grading Policy

Student works will be assessed for creativity, presentation, and content value, based on professional standards. In determining students’ grade of the course, the consideration is given to the following areas: attitude, attendance, constructive participation, development of concepts, aptness of thought, originality, composition, construction, curiosity, tenacity, inventiveness, presentation, and technical proficiency in working those assigned projects. The final grade of the course will be the sum of the project scores divided by the quantity number of projects.

Performance Levels (apply to each project):

<table>
<thead>
<tr>
<th>Level</th>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellence</td>
<td>90 - 100</td>
<td>A</td>
</tr>
<tr>
<td>Presents extremely imaginative idea and shows excellent technical/presentation skills. The project may also go well above and beyond the parameters of the exercise. Effective class discussions and critique involvement are also involved.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Above Average</td>
<td>80 - 92</td>
<td>B</td>
</tr>
<tr>
<td>Completes a solid overall development with original thought through the process of project development. It also shows good design incite and work ethic. Good participation in class discussions and peer critiques are also maintained.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td>70 - 79</td>
<td>C</td>
</tr>
<tr>
<td>Meets the parameters of the problem, but does not exhibit originality or may be presented in a condition or manner that does not effectively communicate the goal of the assignment or in essence lacks proper execution.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weak</td>
<td>60 - 69</td>
<td>D</td>
</tr>
<tr>
<td>Unacceptable</td>
<td>0 - 59</td>
<td>F</td>
</tr>
</tbody>
</table>

Point Deduction / Grade Deduction:

A three-point deduction will be received for the grade of a single project by each unexcused absence during the period of the project.

One letter will be deducted for the grade of a single project if the student absents a class in a critique day/presentation day, or delays a project.

Course Drops

According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time. The student will be dropped by the instructor from the course if the student absent more than 5 classes.
Mandatory Course Evaluation

Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (https://my.utrgv.edu); you will be contacted through email with further instructions.

Topics & Project Activities

- Project-1A: Line & Unit Form (Handsilk for Unit Form Design)
- Project-1B: Repetition (CAD for Pattern Design)
- Project-2: Point & Line (CAD for a focal point design through one of the following forms)
  > Contrast
  > Radiation
  > Concentration
  > Combination of multiple forms
- Project-3: Gradation (CAD for a gradation design via a color form)
- Project-4: Similarity (CAD for a similarity design)
- Project-5: Graphic Design Poster (CAD for a Graphic Design)
  Option-A: Realistic Concept (Illustration poster)
  Option-B: Abstract Form (CAD for one of the following solutions)
  > A pattern poster through one of the above forms/solutions.
  (Page 15, Page 33, Page 39, Page 49)
  > A fully abstract visualization for an anomaly composition or experiment.
  (Page 61, Page 63, Page 66, Page 67, Page 71, Page 77)

Calendar of Project Activities (Summer I, 2020)

June 1 - 5  Project-1: Unit Form (Pattern) Project
June 8 - 12 Project-2: Focal Point Project
June 15 - 19 Project-3: Gradation Project
June 22 - 26 Project-4: Similarity Project
June 29 - July 3 Project-5: Poster Project
June 7       Final Examination Day

Syllabus Receipt:

I have received a copy of the course syllabus for ARTS-4338 class. I have read and understand its content. I agree that following behaviors during the class period will not permitted, and will result in a grade penalty:

1. Email checking
2. Facebook surfing
3. Mobile calling
4. Eating and drinking

Printed Name:__________________________________________

Signature:______________________________________________

Student I.D. Number:____________________________________

Student E-mail:__________________________________________

Student Tel. Number:_____________________________________

Date:________________________/________________________