

LAREDO COMMUNITY COLLEGE
GENERAL COURSE SYLLABUS
 Fall 2016

INSTRUCTOR:	
DEPARTMENT:	Visual Arts
PHONE NUMBER/EXTENSION:	
E-MAIL ADDRESS:	
CAMPUS/OFFICE LOCATION: OFFICE HOURS:	
COURSE TITLE:	Design I
COURSE NUMBER:	ARTS 1311 (2 dimensional)
COURSE LEVEL:	Freshman
CONTACT HOURS (RANGE FOR STATE INFORMATION):	96 hours
LAB:	This class is a Lecture/Lab combination
TEXTBOOKS/MATERIALS:	<p>REQUIRED :</p> <p><i>Prebles Artforms</i> by Patrick Frank, Pearson Custom Library: LCC Custom Edition, ISBN-10: 1-269-804-0 for studio courses.</p> <p>Launching the Imagination, Comprehensive Guide 5th edition Mary Stewart ISBN 978-0-07-337930-2-ISBN 0-07-337930-1.</p> <p>Additional supply list to be provided</p>
CORE or NON-CORE Course:	
COURSE TYPE:	Face-to-Face: A course in which all instruction occurs when the student(s) and instructor(s) are in the same place at the same time.
COURSE DESCRIPTION:	An introduction to the fundamental terminology, concepts, theory, and application of two-dimensional design.
END-OF-COURSE OUTCOMES:	<p><u>ACGM Specific Course Learning Outcomes</u></p> <p>Upon successful completion of this course, students will:</p> <ol style="list-style-type: none"> 1. Identify and apply the elements of art and principles of two-dimensional design. 2. Employ discipline specific vocabulary in the evaluation of two-dimensional design problems. 3. Demonstrate creative skill in aesthetic problem solving within assigned parameters. 4. Demonstrate an appropriate level of professional practice, including safety, craft and presentation. <p><u>THECB CORE /General Education Learning Outcomes</u></p> <p>Upon successful completion of this course, students will:</p> <ol style="list-style-type: none"> 1. Explain how visual language communicates, content, concepts and form. 2. Analyze and interpret the role of artistic expression within a global context. 3. Employ collaborative efforts when analyzing and evaluating topics within the visual arts. 4. Interpret the role of artistic expression within a global and social context.
GENERAL EDUCATION COMPETENCIES:	<p><u>Laredo Community College has identified six core objectives. They are:</u></p> <ol style="list-style-type: none"> 1. <u>Communication:</u> Laredo Community College students develop and express ideas through effective written, oral, or visual communication for various academic and professional contexts.

	<p>2. Critical Thinking: Laredo Community College students demonstrate the ability to design, analyze, synthesize and/or evaluate information to achieve a desired goal.</p> <p>3. Empirical and Quantitative Skills: Laredo Community College students apply scientific and mathematical concepts to analyze and solve problems.</p> <p>4. Teamwork: Laredo Community College students consider different points of view and work effectively with others to support a shared purpose or goal.</p> <p>5. Personal Responsibility: Laredo Community College students connect choices, actions, and consequences to ethical decision-making.</p> <p>6. Social Responsibility: Laredo Community College students demonstrate intercultural competency, civic knowledge, and the ability to engage effectively in regional, national, and/or global communities.</p> <p>Disclaimer: General Education competencies will apply only to Core Curriculum courses.</p> <p><u>Visual Arts Methodologies for aligning to the THECB CORE and General Education Competencies:</u></p> <p>Critical Thinking: For this competency, the student or student groups will explore an assigned topic that analyzes and interprets the role of artistic expression within a global context. Students will create a visual art project, presentation and/or formal essay that communicates an understanding of design practices and visual aesthetics in relation to history, appreciation, social justice and ecology. With these assessments, students will engage in problem solving through creative thinking, innovation, inquiry, analysis synthesis and evaluation.</p> <p>Communication: For this competency, student groups will communicate the role of artistic expression within a global context through a project, oral presentation and/or formal essay that effectively conveys an understanding of visual language that addresses topics that include but are not limited to: design practices in relation to visual aesthetics, history, appreciation, social justice and ecology. With these assessments, students will engage in a visual arts dialogue that interprets ideas utilizing formal, contextual and expressive methods.</p> <p>Teamwork: For this competency, students will work collectively towards a cohesive presentation and/or formal essay. Each team member is responsible for researching and gathering material, analyzing material, and creatively contributing to the creation of a completed end product that communicates an understanding of design practices in relation to visual aesthetics, history, appreciation, social justice and ecology. This activity encourages the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.</p> <p>Social Responsibility: For this competency, the student or student groups will explore an assigned topic that analyzes and interprets the role of artistic expression within a global and social context. Students will create a presentation and/or formal essay that communicate an understanding of design practices and visual aesthetics in relation to history, appreciation, social justice, citizenship, cultural diversity and ecology.</p>
<p>QUALITY ENHANCEMENT PLAN (QEP)</p>	<p>The QEP is a long-term institutional commitment designed to improve student learning. The improvement of reading and reading comprehension</p>

Reading: Gateway to Learning	was selected by the students, faculty, staff, and administration of LCC as the focus of our QEP. The diverse reading materials assigned in this course should help you to improve your basic reading and reading comprehension skills necessary to succeed in college.
SCANS COMPETENCIES:	Refer to attachment.
SCANS ASSESSMENT:	Results of design projects, assignments, homework and participation in lectures, demonstrations and projects.
TEACHING STRATEGIES/METHODS OF INSTRUCTION:	<p>Instructor will conduct interactive lectures, moderate discussions, present technical demonstrations, and utilize appropriate technology.</p> <p>Student and student groups will communicate, analyze and interpret the role of visual artistic expression within a global context through a project, oral presentation and/or formal essay that effectively conveys an understanding of visual language that addresses topics that include but are not limited to: design practices in relation to visual aesthetics, history, appreciation, social justice and ecology.</p>
OUTCOMES ASSESSMENT:	<p>Student achievement will be based on the course learning outcomes and the THECB CORE /General Education learning outcomes and evaluated through assessments that include but are not limited to student and group projects, oral presentations and/or formal essays, exams, quizzes, participation in class discussions, gallery assignments, homework assignments, and a final project/exam.</p> <p>With these assessments, students will engage in a visual arts dialogue that interprets concepts utilizing formal, contextual, conceptual and expressive methods. Critical thinking, communication, teamwork and an understanding of social responsibility is essential.</p>
EXTERNAL ASSESSMENTS:	Students enrolled in this course may be randomly selected to participate in external assessments to determine educational gains. You may be asked to provide assignments which may be included in course portfolios and used for evaluation of General Education Competencies. In addition, you may be selected to participate in the completion of surveys and/or be selected to take tests which will gauge your overall improvement in reading, writing, critical thinking, and mathematics. These activities are designed to collectively monitor your overall progress as a higher education student.
METHODS AND CRITERIA FOR EVALUATION:	Student performance will be evaluated based upon the individual perceptual, artistic and technical development during the course of the semester. In addition to the evaluation of the artistic and creative aspects of work, <u>no less than one-half</u> of the student's overall semester grade will be based on assignments and activities that focus on the appreciation and analysis of art including theory, criticism, aesthetics, design foundations, and the interpretation of art and history. Student grades will be determined by the evaluation of work completed in and outside of class.
GRADING SCALE:	<p>A Excellent, 100-90%</p> <p>B Good, 89-80%</p> <p>C Average, 79-70%</p> <p>D Poor, 69-60%</p> <p>F Fail, 59% or below</p> <p>F_ Failure, Non-Participatory</p> <p>I Incomplete</p> <p>W Withdrawal</p> <p>NC No Credit</p> <p>NC_ No Credit, Non-Participatory</p> <p>NC_DV .. No Credit, Developmental</p> <p>NCDV ... No Credit, Developmental, Non-Participatory</p>

	<p>P Pass NP No Pass AU Audit</p> <p>Students must access the Semester Progress Report and Final Grades through PASPort (http://passport.laredo.edu).</p> <p>Instructors will notify students of the window of availability for grades.</p>
<p>ATTENDANCE REGULATIONS:</p> <p>Office of the Registrar</p> <ul style="list-style-type: none"> • Fort McIntosh Campus – Lerma-Peña Building Room 160 or call (956) 721-5887 • South Campus – Billy Hall Student Center Room 113 or call (956) 794-4109 <p>Enrollment and Registration Services Center</p> <ul style="list-style-type: none"> • Fort McIntosh Campus – Lerma-Peña Building Room 116 or call (956) 721-5109 or 5421 • South Campus – Billy Hall Student Center Room 113 or call (956) 794-4109 <p>Financial Aid Center</p> <ul style="list-style-type: none"> • Fort McIntosh Campus – Lerma-Peña Building Room 143 or call (956) 721-5361. • South Campus – Billy Hall Student Center Room 123 or call (956) 794-4361. <p>Health Services Center</p> <ul style="list-style-type: none"> • Fort McIntosh Campus – Kazen College Center Room 132 or call (956) 721-5189. • South Campus – Billy Hall Student Center Room 208 or call (956) 794-4189. 	<p>Attendance will be taken up until the official census date, which is the first 11 class days during the fall and spring semester, and for the first three days during the summer sessions. Students enrolled in a Face-to-Face course or a Hybrid/Blended course will need to physically show up to class within the first eleven (11) class days of the semester to remain officially enrolled in the course beyond the census date. Students enrolled in a Fully Distance Education course will need to log in within the first eleven (11) days of the semester to remain officially enrolled in the course beyond the census date. Students will be withdrawn from the course should they fail to abide by this rule. Once the official census date for the semester or session has passed, no formal attendance will be required except for programs where the respective accreditation agency requires attendance records.</p> <p>Students who do not intend to remain enrolled after attending at least one class day must initiate a drop request from any or all classes by submitting a drop slip to the Enrollment and Registration Services Center or through PASPort. Responsibility for class attendance rests with the student. Regular and punctual attendance is expected.</p> <p>It is advised that a student contact Financial Aid Center at either campus prior to dropping a course.</p> <p>Absence From Final Examinations: A student who is absent from a final examination receives a grade of "0" for the examination and a grade of "F" for the course. Any students authorized to be absent from a final examination receive a grade of "I" on their transcript until they take the final examination. Such students must take the final exam within four months. Final exams cannot be re-taken. The instructor will submit a Grade Change Form to change the previously submitted incomplete grade to an "F" if the student does not meet the 4 month deadline.</p> <p>Other Policies (LCC and State-Wide):</p> <p>A. 3-peat—If a student signs up for a class for a third time, even if he/she dropped or failed it before, the State will not provide funding for that student and the student will be required to pay an additional fee.</p> <p>B. 6 W's—Beginning Fall 2007, students cannot drop more than 6 classes throughout their college career. Any subsequent drops will become F's. The rule includes credits earned at all Texas colleges/universities, and W's will carry over when transferring to other institutions.</p> <p>C. Finishing on time—The State expects students to graduate on time. Students who obtain 90 or more credit hours at a Community College are no longer eligible for financial aid.</p> <p>D. Bacterial Meningitis Vaccination Requirement effective Spring 2012; update effective October 1, 2013.</p> <ul style="list-style-type: none"> • Per Texas State Law (SB 62), students who meet the criteria below must provide proper documentation that they have received the

	<p>bacterial meningitis vaccination within the last five years and at least 10 calendar days before the beginning of the semester.</p> <ul style="list-style-type: none"> • All new or transfer students under age 22. • All returning students under the age of 22, who have experienced a break in enrollment of at least one fall or spring term. • Students enrolled in online courses that physically attend classes or come to campus within the semester. <p>Vaccination records must be submitted to LCC's Campus Nurse at the Health Services Center.</p>
<p>SPECIAL SERVICES CENTER:</p> <ul style="list-style-type: none"> • Fort McIntosh Campus – Lerma-Peña Building Room 250 • South Campus – Billy Hall Student Center, Room 121A <p>Fort McIntosh and South Campus Phone Number: (956) 721-5137</p>	<p>A student with disabilities, including learning disabilities, who wishes to request special accommodations in this class, should notify the Special Services Center. The request should be made early in the semester so that appropriate arrangements may be made. In accordance with Federal Law, a student requesting accommodations must provide documentation of his/her disability to the Special Services Counselor. For additional information, call or visit the Special Services Center.</p> <p>The student who needs note-taking and/or test-taking accommodations must notify the faculty member prior to the first exam.</p> <p>A pregnant student is required to meet all course/ program outcomes, including attendance.</p> <p>There may be contaminants present in clinical area(s) that could adversely affect a fetus. It is advisable for the student to contact her obstetrician, once pregnancy has been confirmed, to ensure that there are no medical concerns/limitations to continuing her courses.</p>
<p>GRADE APPEAL:</p>	<p>A student who wishes to question the final grade earned in a course or class activity should first discuss the situation with the instructor who issued the grade. If the issue is not resolved, the student should contact the appropriate Department Chairperson to request a review of the grade.</p> <p>If the student is not satisfied with the Department Chairperson's decision, the student may contact the appropriate Dean of Instruction for assistance related to the grade appeal. Established departmental procedures will be utilized to resolve student grade appeals. After all other avenues have been exhausted; the student may request a review of the grade by the Associate Vice President for Instruction, followed by the Vice President for Instruction & Student Services. Student grades are an academic matter; therefore, there is no further appeal beyond the Office of the Vice President for Instruction & Student Services.</p> <p>Students have two weeks (10 working days) after a final course grade is issued to appeal it. Students have one week (five working days) after an activity grade is issued to appeal it. Exceptions require the approval of the Vice President for Instruction & Student Services.</p>
<p>CLASSROOM ETIQUETTE:</p> <p>Associate Vice President for Student Services</p> <ul style="list-style-type: none"> • Fort McIntosh Campus – Elpha Lee West Building Room 114 • Phone Number: (956) 721-5417 <p>Dean of Student Affairs</p> <ul style="list-style-type: none"> • Fort McIntosh Campus – Elpha Lee West Building Room 111 	<p style="text-align: center;">Code of Student Conduct & Discipline</p> <p>Each student is expected to be fully acquainted with all published policies, rules, and regulations of the College, copies of which shall be available to each student for review at LCC's website at www.laredo.edu (Student Life/Student Handbook/Student Rights and Responsibilities) and the Associate Vice President for Student Services or the Office of the Dean of Student Affairs. Laredo Community College will hold each student responsible for compliance with these policies, rules, and regulations. The student is responsible for obtaining published materials to update the items in this Code. Students are also expected to comply with all federal, state,</p>

- Phone Number: (956) 794-4988

and local laws. This principle extends to conduct off campus which is likely to have an adverse effect on Laredo Community College or on the educational process.

Student Misconduct

Each student is expected to conduct him/herself in a manner consistent with the college's functions as an educational institution. Specific examples of misconduct and the disciplinary process are located at LCC's website at www.laredo.edu (Student Life/Student Handbook/Student Rights and Responsibilities).

Use of Electronic Devices

The use of an electronic device shall not interfere with the instructional, administrative, student activities, public service, and other authorized activities on College District premises. Unless prior authorization is obtained from the instructor or respective College District official, the use of an electronic device is expressly prohibited in classrooms, laboratories, clinical settings, and designated quiet areas on College District premises. Certain violations of this policy may be excused in the case of emergencies or other extenuating circumstances provided that prior approval is obtained from the instructor or respective College District official.

The use of electronic equipment capable of capturing still or moving images in any location where individuals may reasonably expect a right to privacy is not authorized on College District premises. Noncompliance with these provisions shall be considered a violation of Board adopted policy and shall warrant appropriate disciplinary action.

Scholastic Dishonesty

"Scholastic dishonesty" shall include, but is not limited to, cheating, plagiarism, and collusion.

"Cheating" shall include, but shall not be limited to:

Copying from another student's test or class work;

Using test materials not authorized by the person administering the test;

Collaborating with or seeking aid from another student during a test without permission from the test administrator;

Knowingly using, buying, selling, stealing, or soliciting, in whole or part, the contents of an unadministered test, paper, or another assignment;

The unauthorized transporting or removal, in whole or in part, of the contents of the unadministered test;

Substituting for another student, or permitting another student to substitute for one's self, to take a test;

Bribing another person to obtain an unadministered test or information about an unadministered test; or

Manipulating a test, assignment, or final course grades.

	<p>“Plagiarism” shall be defined as the appropriating, buying, receiving as a gift, or obtaining by any means another’s work and the unacknowledged submission or incorporation of it in one’s own written work.</p> <p>“Collusion” shall be defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements.</p> <p>Procedures for discipline due to scholastic dishonesty shall be the same as in student disciplinary actions, except that all scholastic dishonesty actions shall be first considered and reviewed by the faculty member.</p> <p>For additional information please refer to: Student Policies - LCC Policy Manual.</p> <p>The LCC Policy Manual is available online and includes all Federal, State, and Local Policies applicable to the College. Students may access the LCC Policy Manual through LCC’s website at www.laredo.edu (About LCC/Manual of Policy).</p>
<p>EMERGENCY PROCEDURES:</p> <p>IN CASE OF EMERGENCY,</p> <p>From an LCC phone, dial 111. From a Cell phone, dial 911.</p> <p>LCC Campus Police Offices</p> <ul style="list-style-type: none"> • Fort McIntosh Campus – Building P-64 Room 102 • South Campus – Henry Cuellar Protective Services Center Room 130 	<p>LCC Alert System: Safety and security for LCC is paramount. When an emergency arises, LCC will provide students with information as rapidly and as efficiently as possible. Students must register for the LCC Alert system at https://laredo.bbcportal.com.</p> <p>Emergencies: In case of an emergency, contact Campus Police. Campus Police will then dispatch a police officer to the site and alert emergency personnel. If it is determined that a notification needs to be sent out after an emergency is reported, the notification will provide information on what to do.</p> <p>When a person calls 111 or 911, Campus Police strongly encourages the caller to provide the following information: name, the location from where they are calling, the location of the emergency, and the type of emergency. The caller is to remain on the phone with the dispatcher until emergency responders arrive.</p>
<p>DISCLAIMER:</p>	<p>Every attempt has been made to make the contents of this syllabus informative and accurate. Content of the syllabus is subject to revision and change in the event of extenuating circumstances. Changes will be made available to you electronically.</p>

The updated official version of the LCC Catalog is the on-line catalog and can be found at www.laredo.edu (Admission/College Catalog).

ADDITIONAL COURSE INFORMATION

Required Common CORE/General Education Assignment for all Sections of this Course

Presentation on Social Issue (Emphasizing Communication, Critical Thinking, Teamwork and Social Responsibility)	
Topic	Addressing social, political, global topics in Design
Methodologies	Instructor Power-point lecture with visuals on how artists address social issues in a historical and contemporary context. A video on the subject may be added as a supplement. Students will conduct research on the social topic; conduct group presentations and create project
Research Resources	Students should have at least three solid references (not Wikipedia), which should be listed MLA style.
Required Textbook & Resources	<i>Pearson Custom Library, Artforms, Drawing: A Sketch and Textbook</i> , periodicals, newspaper, library, internet, videos
Key Terms, Art History References	Collage, Social Justice, Global Issues, Ecology, Ethics, Morals, Ethnocentric, Composition, Line, Shape, Mass, Value, Light, Texture, Space, Unity, Variety, Pattern, Balance, Georges Braque, Pablo Picasso, Hannah Hoch, Man Ray, Romare Bearden, Kurt Schwitters, Nancy Spero, Eileen Agar, Lee Krasner, etc..
Materials and Equipment	Magazines, internet access, art images of topic chosen, images for artwork
Lesson Description	
Student groups will work in teams to research, analyze and present a social issue in written, visual and oral presentation form. Visual aesthetics in relation to history, appreciation, social justice, citizenship, cultural diversity and ecology will be explored. All sections of this course are required to use the Institutional/Departmental CORE objective grading rubrics.	
Lesson Objectives	
<p>Upon successful completion of this project, students will:</p> <ul style="list-style-type: none"> • Reflect upon, describe, analyze, interpret and evaluate their own and others' work through self and peer assessment. • Consider, select and apply a range of subject matter, symbols and ideas. • Understand and communicate the role of artistic expression within a global context (contemporary, historical, peers and self). • Engage collectively towards a cohesive visual art project, group presentation and formal essay. • Understand and apply elements and principles of art to communicate the chosen topic. • Understand the relationship between social issues and art history and culture. • Understand, select and apply media, techniques and processes in design. • Recognize how visual language communicates through subject and design (elements and principles of art). • Understand basic art concepts, techniques, and media essential to the organization and understanding of visual language, information and communication. 	
Activities/Procedure	
<p>Part 1: Team members will document the research done on their chosen topic in a written essay to be presented to the class. Teams will be formed to create both written papers and a group visual art project and will show understanding of the relationship between social issues and art history and culture. Students will choose a topic to research, example: ecology. Each team member will make one page paper dealing with an aspect of the group topic. Each team member will create a 1/8" scale image of themselves. As a group a background will be created to reflect the chosen topic. The finished piece will illustrate the members actively participating in a scene that relates to the social topic. The work will show an understanding of applying elements and principles of art to communicate the chosen topic.</p> <p>Part 2: Self 1/8" scale Create a collage drawing of you in 1/8" scale in the appropriate pose.</p>	

Institutional Core Objective Assessment Plan

The following matrix identifies the process for assessing required Core Objectives.

Critical Thinking

Methodology:	Embedded Assessment: For this competency, the student or student groups will explore an assigned topic that analyzes and interprets the role of artistic expression within a global context. Students will create a written, visual and oral presentation and/or formal essay that communicates an understanding of painting practices and visual aesthetics in relation to history, appreciation, social justice and ecology. Through their research, analysis and interpretation students will engage in problem solving through creative thinking, innovation, inquiry, analysis synthesis and evaluation.
Measures:	Rubric of the competency will be used.
Frequency and Timeline:	This assessment will be assessed once a semester.
Criteria:	The criteria for student attainment of this competency are based on the process that includes inquiry, analysis, synthesis and evaluation as well as the student's ability for innovation and risk taking.
Target:	70% of students should meet or exceed expectations.
Externally informed benchmarks:	Benchmark will be set at 70%. 70% is considered passing across the board for transfer.

Communication

Methodology:	Embedded Assessment: For this competency, student groups will communicate the role of artistic expression within a global context through a written, visual and oral presentation and/or formal essay that effectively conveys an understanding of visual language that addresses topics that include but are not limited to: painting practices in relation to visual aesthetics, history, appreciation, social justice and ecology. With these assessments, students will engage in a visual arts dialogue that interprets ideas utilizing formal, contextual and expressive methods.
Measures:	Rubric of the competency will be used.
Frequency and Timeline:	This assessment will be assessed once a semester.
Criteria:	The criteria for student attainment of this competency are based on the student's ability to use written, oral and visual communication skills to clearly articulate their ideas and present their projects.
Target:	70% of students should meet or exceed expectations.
Externally informed benchmarks:	Benchmark will be set at 70%. 70% is considered passing across the board for transfer.

Team Work

Methodology:	Embedded Assessment: For this competency, students will work collectively towards a cohesive written, visual and oral presentation and/or formal essay. Each team member is responsible for researching and gathering material, analyzing material, and creatively contributing to the procedure and end product that communicates an understanding of painting practices in relation to visual aesthetics, history, appreciation, social justice and ecology. This activity encourages the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
Measures:	Rubric of the competency will be used.
Frequency and Timeline:	This assessment will be assessed once a semester.
Criteria:	The criteria for student attainment of this competency are based on the student's ability to demonstrate the ability to work collaboratively with peers for the purpose of reflecting on each other's work and managing tasks. Peer assessments will be used in which each team member will assess themselves and their team members. The team member's personal contribution, self-management, team cooperation and the ability to deal with conflict is essential.
Target:	70% of students should meet or exceed expectations.
Externally informed benchmarks:	Benchmark will be set at 70%. 70% is considered passing across the board for transfer.

Social Responsibility

Methodology:	Embedded Assessment: For this competency, the student or student groups will explore an assigned topic that analyzes and interprets the role of artistic expression within a global and social context. Students will create a written, visual and oral presentation and/or formal essay that communicate an understanding of painting practices and visual aesthetics in relation to history, appreciation, social justice, citizenship, cultural diversity and ecology.
Measures:	Rubric of the competency will be used.
Frequency and Timeline:	This assessment will be assessed once a semester.
Criteria:	The criteria for student attainment of this competency are based on the student's civic knowledge and engagement in local, regional and global communities. Intercultural knowledge and competence as well as ethical reasoning and action are essential.
Target:	70% of students should meet or exceed expectations.
Externally informed benchmarks:	Benchmark will be set at 70%. 70% is considered passing across the board for transfer.

ARTS 1311 _____ Instructor: _____ Semester: _____		Laredo Community College Course Calendar			THECB CORE Objectives met CT=Critical Thinking CM=Communication TW=Teamwork SR=Social Responsibility			
	Lecture Topics	Studio Lab investigations/activities *Ongoing critiques during lessons and completion of projects performed on a regular basis.	Assigned Readings	Assignme nt Due Dates				
					CT	CM	TW	SR
Wk 1	Syllabus Collage lecture	This assigned topic analyzes and interprets the role of artistic expression within a global context. Project #1 Collage Due Next Class Student will communicate the role of artistic expression within a global context through a project that effectively conveys an understanding of visual language that addresses topics that include but are not limited to: 2D Design practices in relation to visual aesthetics, history, appreciation, social justice and ecology.	Developin g Ideas 121-124		X	X		
Wk 2	Project Due/ Discussion Lecture Project #2 Color, Balance, Shape Pre Test identifying terms used in Visual Design	This activity encourages the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. Project # 2 (4 parts) Students communicate the role of artistic expression within a global context through 4 projects, With these assessments, students will engage in a visual arts dialogue that interprets ideas utilizing formal, contextual and expressive methods the student or student groups will explore an assigned topic that analyzes and interprets the role of artistic expression within a global context. Students will create 4 visual art projects. With these assessments, students will engage in problem solving through creative thinking, innovation, inquiry, analysis, evaluation and synthesis. For part 4 of project students will work in teams towards a cohesive visual art project Each team member is responsible for researching and gathering material, analyzing material, and creatively contributing to the creation of a completed end product that communicates an understanding of 2D Design practices in relation to visual aesthetics, history, appreciation, social justice and ecology and the role of artistic expression within a global and social context.. Preliminary Sketches Working 1-3 Student is encouraged to attend all Art Show receptions. We will visit shows as a class and complete a writing assignment.	Color 38- 57 Read Pearson Custom Library/Ar tforms - Balance 74-81 Shape10- 22	Project due	X	X	X	X
Wk 3		Working in class and outside		Quiz 1				
Wk 4	Visit Computer lab	Complete part 4 in class, computer lab.						

Wk 5	Project 2 Due/ Discussion Lecture on Project #3 Emphasis	This assigned topic analyzes and interprets the role of artistic expression within a global, historical context. Project #3 Emphasis - Student will communicate the role of artistic expression within a global context through a project, that effectively conveys an understanding of visual language with investigation into the use of emphasis in design that addresses topics that include but are not limited to: 2D Design practices in relation to visual aesthetics, history, appreciation, social justice and ecology. CCO #1,2 Preliminary Sketches Working	Read Pearson Custom Library/Ar tforms - Emphasis 84-86	Project 2 due	X	X		
Wk 6		Preliminary Sketches Due		Quiz 2	X	X		
Wk 7	Lecture/Discussion on Common CORE Assignment Project #4	Common Core Assignment: Written Essay, Presentation of Research and Collage. Lecture, Scale & Proportion Project #4 Scale & Proportion For this competency, student will communicate the role of artistic expression within a global context through a project and oral presentation that effectively conveys an understanding of visual language that addresses topics that include but are not limited to: 2D Design practices in relation to emphasis in a commercial design , visual aesthetics, history, appreciation, social justice citizenship, cultural diversity and ecology and ecology. Students will engage in a visual arts dialogue that interprets ideas utilizing formal, contextual and expressive methods Lecture Project #5 Rhythm, Motion. Student will communicate the role of artistic expression within a global context through a project which effectively conveys an understanding of visual language that addresses topics that include but are not limited to: 2D Design practices in relation to visual aesthetics, history, appreciation, social justice and ecology. The assigned topic analyzes and interprets the role of artistic expression within a global context.	Read Pearson Custom Library/Ar tforms - Scale & Proportio n 82 Read Pearson Custom Library/Ar tforms - Rhythm 83-84 Motion 102-106	Project 3 due Project 4 due	X X	X X		
Wk 8	Project #5	Preliminary sketches due		Quiz 3	x	x		
Wk 9	Work	Continuation of project #5			X	X	X	X
Wk 10	Work	Continuation of project #5			X	X	X	X
Wk 11	Project #5 Due	Project #6 Lecture Space Texture. Student will communicate the role of artistic expression within a global context through a project, that effectively conveys an understanding of visual language that addresses topics that include but are not limited to: 2D Design practices in relation to visual aesthetics, history, appreciation, social justice and	Read Pearson Custom Library/Ar tforms - Space 92- 98	Project 5 due	X	X		

		ecology. The assigned topic analyzes and interprets the role of artistic expression within a global context. CCO #1,2,	Texture 22-29 Value 29-34						
Wk 12	Work	Preliminary Sketches due		Quiz 4	x	x			
Wk 13	Project #6 Due			Project 6 due	x	x			
Wk 14	MASTERPIECEPROJECT GEC# 1,2,3,5	Students will create a formal essay, presentation and visual art project, that communicates an understanding of 2D Design practices and visual aesthetics in relation to history, appreciation, social justice and ecology. Masterpiece project intro. Student will communicate artistic expression through a special project, and oral presentation effectively conveys a comprehensive understanding of visual language that addresses topics that include but not limited to 2D Design practices in relation to creative thinking, innovation, inquiry, analysis, evaluation and synthesis. Visual aesthetics, history, appreciation, social justice citizenship cultural diversity global context and ecology. Students will engage in a visual arts dialogue that interprets ideas utilizing formal, contextual and expressive methods for this competency, the student or student groups will explore an assigned topic that analyzes and interprets the role of artistic expression within a global context.				X	X	X	X
Wk 15	Final Book Project Info	Student groups will communicate artistic expression through a portfolio as a book. Containing projects as well as definition that effectively convey a comprehensive understanding of visual language that addresses topics that include but not limited to 2D Design practices in relation to creative thinking, innovation, inquiry, analysis, evaluation and synthesis. Visual aesthetics, history, appreciation, social justice citizenship cultural diversity global context and ecology. Students will engage in a visual arts dialogue that interprets ideas utilizing formal, contextual and expressive methods for this competency, the student or student groups will explore an assigned topic that analyzes and interprets the role of artistic expression within a. Students will create a visual art project, presentation and/or formal essay that communicates an understanding of 2D Design practices and visual aesthetics in relation to history, appreciation, social justice and ecology		Project due		X	X		
Wk 16	Finals Week	Final Design Book / Final Exam Test		Final Exam		X			

* Schedule is subject to change.

SCANS COMPETENCIES

ENCLOSURE

The Secretary's Commission on Achieving Necessary Skills (SCANS) has identified foundation skills and workplace competencies for students. Foundation Skills are defined in three areas: basic skills, thinking skills, and personal qualities. Basic Skills includes Reading, Writing, Arithmetic and Mathematical Operations, Listening, and Speaking effectively. Thinking Skills include a worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. Personal Qualities include a worker must display responsibility, self-esteem, sociability, self-management, integrity, and honest. Work Place Competencies include resources, interpersonal skills, information, systems, and technology.

Foundation Skills

Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens and speaks.

- F1. **Reading:** Locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.
- F2. **Writing:** Communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flowcharts.
- F3. **Arithmetic:** Performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques.
- F4. **Listening:** Receives, attends to, interprets, and responds to verbal messages and other cues.
- F5. **Speaking:** Organizes ideas and communicates orally.

Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons.

- F6. **Creative Thinking:** Generates new ideas.
- F7. **Decision Making:** Specific goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.
- F8. **Problem Solving:** Recognizes problems and devises and implements plan of action.
- F9. **Seeing Things in the Mind's Eye:** Organizes and processes symbols, pictures, graphs, objects, and other information.
- F10. **Knowing How To Learn:** Uses efficient learning techniques to acquire and apply new knowledge and skills.
- F11. **Reasoning:** Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, integrity, and honesty.

- F12. **Responsibility:** Exerts a high level of effort and perseveres toward goal attainment.
- F13. **Self-Esteem:** Believes in own self-worth and maintains a positive view of self.
- F14. **Sociability:** Demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings.
- F15. **Self-Management:** Assesses self accurately; sets personal goals, monitors progress, and exhibits self-control.
- F16. **Integrity/Honesty:** Chooses ethical course of action.

Workplace Competencies

Resources

- C1. **Allocates Time:** Selects relevant, goal-related activities, ranks them in order of importance, allocates time to activities, and understands, prepares, and follows schedules.
- C2. **Allocates Money:** Uses or prepares budgets, including making cost and revenue forecasts, keeps detailed records to track budget performance, and makes appropriate adjustments.
- C3. **Allocates Material and Facility Resources:** Acquires, stores, and distributes materials, supplies, parts, equipment, space, or final products in order to make the best use of them.
- C4. **Allocates Human Resources:** Assesses knowledge and skills and distributes work accordingly, evaluates performance, and provides feedback.

Interpersonal

- C5. **Participates as a member of a team:** Works cooperatively with others and contributes to group with ideas, suggestions, and effort.

- C6. **Teach Others New Skills:** Helps others to learn.
- C7. **Serves Clients/Customers:** Works and communicates with clients and customers to satisfy their expectations.
- C8. **Exercises Leadership:** Communicates thoughts, feelings, and ideas to justify a position, encourages, persuades, convinces, or otherwise motivates an individual or groups: including responsibly challenging existing procedures, policies, or authority.
- C9. **Negotiates to Arrive at a Decision:** Works toward an agreement that may involve exchanging specific resources or resolving divergent interests.
- C10. **Works with Cultural Diversity:** Works well with men and women and with a variety of ethnic, social, or educational backgrounds.

Information

- C11. **Acquires and Evaluates Information:** Identifies need for data, obtains it from existing sources or creates it, and evaluates its relevance and accuracy.
- C12. **Organizes and Maintains Information:** Organizes, processes, and maintains written or computerized reports and other forms of information in a systematic fashion.
- C13. **Interprets and Communicates Information:** Selects and analyzes information and communicates the results to others using oral, written, graphic, pictorial, or multi-media methods.
- C14. **Uses Computers to Process Information:** Employs computers to acquire, organize, analyze, and communicate information.

Systems

- C15. **Understands Systems:** Knows how social, organizational, and technological systems work and operates effectively within them.
- C16. **Monitors and Corrects Performance:** Distinguishes trends, predicts impact of actions on system operations, diagnoses deviations in the function of a system/organization, and takes necessary action to correct performance.
- C17. **Improves and Designs Systems:** Makes suggestions to modify existing systems to improve products or services, and develops new or alternative systems.

Technology

- C18. **Selects Technology:** Judges which set of procedures, tools, or machines, including computers and their programs will produce the desired results.
- C19. **Applies Technology to Task:** Understands the overall intent and the proper procedures for setting up and operating machines, including computers and their programming systems.
- C20. **Maintains and Troubleshoots Technology:** Prevents, identifies, or solves problems in machines, computers, and other technologies.

LAREDO COMMUNITY COLLEGE
COURSE SYLLABUS
STUDENT ACKNOWLEDGEMENT FORM

I have read and understood the information and requirements of the course syllabus for

Design I (2-dimensional), ARTS1311 Fall 16
Course & Number Semester

Student Name (Please Print)

Palomino ID

Date

Admission into and/or graduation from a program does not guarantee employment, a particular salary level, and/or passage on any licensure examinations.

Learning outcomes describe the learning that will take place across the curriculum through concise statements, made in specific and measurable terms, of what students will know and/or be able to do as the result of having successfully completed a course. How are learning outcomes different from learning goals or learning objectives? These terms are often used interchangeably and they are all related to the teaching and learning that is expected to take place in the classroom. However, the difference between goals or objectives and outcomes lies in the emphasis on who will be performing the act