

Basic Course Information

Semester:	Spring 2019	Instructor Name:	Luis G. Hernandez
Course Title & #:	Art 110	Email:	lfajardo1@hotmail.com, luis.hernandez@imperial.edu
CRN #:	21230	Webpage (optional):	http://luisgmohdzf.tumblr.com
Classroom:	1306	Office #:	TBA
Class Dates:	2/11/2019 - 6/07/2019	Office Hours:	TBA
Class Days:	MW	Office Phone #:	N/A
Class Times:	11:15am -1:35pm	Emergency Contact:	Toni Gamboa, 760) 355-6378
Units:	3		

Course Description

Fundamentals of design and composition: theory of color. Includes organization and utilization of the basic elements and principles through design problems. Additional materials fee applies. (CSU,UC)

Art 110 is a beginning course designed to introduce students to the fundamentals of good design and principles of organization of two-dimensional space. Students will do works in black and white as well as in color incorporating the elements and principals of design, and exploring various media such as pencil, ink, paint, collage, etc. Although design involves discipline and limitations, it is hoped that the student will find ways to express her/his creativity.

In addition to chapter readings from the textbook, students will research the background of two-dimensional aesthetics to broaden their understanding, appreciation and creativity. Students are also expected to view at least 2 art exhibits (cultural events) outside scheduled class and to write short reviews of each, as well as an essay about a work of art or artist, historical or contemporary.

Course Prerequisite(s) and/or Corequisite(s)

None

Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Choose and manipulate two-dimensional elements and principles of design to compose a visual solution to a given problem. (ILO2, ILO3, ILO5)
2. Develop portfolio of designs. (ILO2, ILO3)
3. Present, discuss and critique work in a coherent manner. (ILO1, ILO2, ILO3, ILO5)

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Explore and develop skills with 2-D media.
2. Identify the role of design in the universe and in human life, exploring the reasons of why people create art.
3. Analyze the creative process as a problem-solving procedure citing examples of design problems carried through to an effective solution.
4. Recognize the interrelationship of the major elements and principles of design and apply them to his/her design projects.
5. Develop the aesthetic sensibilities to the production, consumption, and appreciation of good design.
6. Explore the field of art as a basis for a career in art education, graphic communication, and in environmental, interior, automotive and fashion design.
7. Acquire skills in working with form, composition, shape, line value texture and color.
8. Explore color theory, color properties, color relationships, and the psychology of color.
9. Select, research, plan and render final design projects using the basic elements and principles of design.

Textbooks & Other Resources or Links

Required Textbook: Stewart, Mary. *Launching the Imagination: A Comprehensive Guide to Basic Design (Fifth edition)*. The McGraw Hill Companies ISBN 978-0-07337930-2

Additional readings may be required and will be provided on Canvas or by the instructor.

REQUIRED MATERIALS: See materials handout.

Course Requirements and Instructional Methods

- **Participation in class:** Students are required to attend all regular class meetings on time. Absences from class and excessive tardiness will result in a loss of points towards the final grade. Students should inform the instructor by e-mail (preferred) or telephone if it is necessary to be late or to miss a class.
- **Critiques:** There will be critiques on most projects, all students will be expected to participate in by presenting their projects, its statement of purpose, and how it fulfills the design problem. Students will offer, and perhaps receive constructive criticism on their own, and their peer's projects.
- **Design Projects and Studio Problems:** Students will begin, work on, and finish design projects and studio problems in class, as well as in homework. These works will reinforce the study of the principles and elements of design, with a working knowledge.
- **Written assignments:** Students will be asked to provide a written artist's statement for at least one of their projects. Students are also expected to view at least 2 art exhibits (cultural events) outside scheduled class and to write short reviews of each, as well as an essay about a work of art or artist, historical or contemporary.
- **Quizzes:** There will be a few **vocabulary** quizzes. Some of these may be in the form of short essay, challenging the student to think about form and function, comparisons of art and design works, etc.
- **Portfolio Reviews:** Portfolios of work completed by each student will be reviewed by the instructor

two times during the semester. Students will make an appointment with the instructor for this purpose. There will be two class sessions set aside for preparing portfolios for review.

Instructional Methods:

Lectures/demonstrations and audio-visual presentations; ongoing studio critiques and discussions; studio, gallery and museum visits; guest speakers.

Students are expected to actively participate in the above, as well as to complete studio projects, written assignments, portfolios for review and attend cultural events/places.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

Course Grading Based on Course Objectives

Unless specifically stated otherwise, all projects are to be completed by the beginning of class, and on their due date. Late projects will be marked down one letter grade (an A becomes a B and so on). Most design projects in the workplace have strict due dates that are enforced by contracts between the designer and the company/client. Therefore, due dates are important. Students will have the opportunity to improve, and/or redo projects, in order to raise the letter grade on a project(s).

Grades will be assessed on the following criteria: (May vary somewhat from term to term)

Class Participation, Attendance and Critiques	30%
Design Problems / Studio Problems / Portfolios	40%
Sketch Journal / HW / Quizzes	15%
Written Assignments	15%

A = 90 - 100% B = 80 - 89% C = 70 - 79% D = 60 - 69%

Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.

- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as ‘excused’ absences.

Classroom Etiquette

- Participation in class: Students are required to attend all regular class meetings on time. Absences from class and excessive tardiness will result in a loss of points towards the final grade. Students should inform the instructor by e-mail (preferred) or telephone if it is necessary to be late or to miss a class.
- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others’ opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another’s work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one’s own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to “cite a source” correctly, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **CANVAS LMS.** Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services \(DSP&S\)](#) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information..

Veteran's Center

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, lourdes.mercado@imperial.edu.

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, alexis.ayala@imperial.edu.

Student Equity Program

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity

Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.

- The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

Anticipated Class Schedule/Calendar

The following may be changed at the instructor's discretion:

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 FEB 11 - 13	Syllabus & Introduction Line and Principles of Design, chapter 1	Chapter 1, pgs. 4-11 and
Week 2 FEB 20 (one day)	Line Principles of Design, chapter 3	chapter 3, pgs. 65-86
Week 3 FEB 25 - 27	Line, Intro to Shape	Chapter 1, pgs. 14-18 and
Week 4 MAR 4 - 6	Shape Concepts and Critical Thinking, chapter 5 Visit SDSU Art Gallery Exhibition	Due: Line Projects chapter 5, pgs. 106-118
Week 5 MAR 11 - 13	Continue with Shape Intro: Space and Cultivating Creativity, chapters 4 and 6	Chapter 4, pgs. 89-96 and chapter 6, pgs. 123-132
Week 6 MAR 18 - 20	Space: One and Two Point Perspective	Due: Shape Projects

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 7 MAR 25 - 27	Intro Value and Developing Critical Thinking	Chapter 1, pgs. 28 -32 and chapter 7, pgs. 137-149 Due: Space Projects
Week 8 APR 1-3	Value	
Week 9 APR 8 - 10	Mid Term Portfolio Reviews and Critique (Value)	Portfolios, critique Due: Texture Projects
Week 10 APR 15- 17	Texture and Constructing Meaning	Chapter 1, pgs. 22 -26 and chapter 8, pgs. 156-172
APR 22 -24	NO CLASSES – SPRING BREAK	
Week 11 APR 29-MAY 1	Texture	Due: Written Assignment
Week 12 MAY 6 -8	Continue with Texture Intro to Color	Chapter 2, pgs. 39-60
Week 13 MAY 13 - 15	Color	Due: Value Projects
Week 14 MAY 20 - 22	Color and Final Project	
Week 15 MAY 29 (one day)	Color and Final Project	Due: Written Assignment
Week 16 JUNE 3-5	Color and Final Project FINAL EXAMS WEEK	Portfolios, Critique Due: Color and Final Project

*****Tentative, subject to change without prior notice*****