

Basic Course Information

Semester:	Fall 2020	Instructor Name:	Luis G. Hernandez
Course Title & #:	2-D Foundations, Art 110	Email:	Through CANVAS inbox luis.hernandez@imperial.edu
CRN #:	10456	Webpage (optional):	http://luisgmohdzf.tumblr.com
Classroom:	Online-Zoom	Office #:	Email
Class Dates:	8/17/2020 - 12/12/2020	Office Hours:	Friday 9:00-10:00 AM Outside of office hours, I will respond to emails within 24-48 hours on weekdays.
Class Days:	TBA	Office Phone #:	N/A
Class Times:	TBA	Emergency Contact:	Email instructor
Units:	3		

Course Description

Introduction to the concepts, applications, and historical references related to two-dimensional art and composition, including the study of the basic principles and elements of line, shape, texture, value, color and spatial illusion. Development of a visual vocabulary for creative expression through lecture presentations, studio projects, problem solving, and written assignments. Additional materials fee applies. (C-ID ARTS 100) (CSU/UC)

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. Demonstrate a working knowledge and understanding of the basic elements of a two-dimensional art, including line, shape, texture, value, color and spatial illusion;

2. Demonstrate a working knowledge and understanding of the organizing principles of two-dimensional art, including balance, proportion, repetition, contrast, harmony, unity, point of emphasis, and visual movement;
3. Independently produce visual compositions and problem-solving projects that successfully incorporate the basic elements and organizing principles of two-dimensional art;
4. Make individual aesthetic decisions and judgments related to their own artwork;
5. Skillfully use a variety of artistic materials, techniques and tools;
6. Translate ideas and visual experience into images using both formal and conceptual approaches;
7. Discuss, critique and evaluate their own two-dimensional compositions, as well as those of their classmates;
8. Discuss and write a critical evaluation of two-dimensional art using the appropriate vocabulary and terminology pertaining to the basic elements and organizing principles of two-dimensional art;
9. Examine, compare and analyze historical and contemporary examples of two-dimensional art, within a global context.

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.

Art Supplies: An art kit with MOST materials needed for this course will be distributed the first week of class in LOT H on campus. Tentative date/times are below BUT WAIT FOR YOUR INSTRUCTOR TO CONFIRM THESE DATES:

- 8-10 am Monday, Aug. 24
- 8-10 am Tuesday, Aug. 25
- 8-10 am Thursday, Aug. 27

Additional Materials List

\$25 LAB FEE The \$25 lab fee that you paid when you registered to this course covers the items in the materials kits distributed during the first week of class. You are responsible to acquire the additional materials in this list and the course textbook.

MUST HAVE

1. **Sketch book**, 11x14" or larger, with 100 sheets of white paper. You may use an older sketchbook with spare pages or one from another class.
2. Small, tracing paper pad (sold at Walmart/Michael's)
3. **Erasers** (white plastic, kneaded, and/or art gum)
4. #2 pencils
5. Package of multi-color construction paper
6. Scissors
7. X-acto knife
8. Masking tape

9. At least **two brushes**. Recommended is one flat 1/2" brush and one of your choice. White-sable or Golden-sable watercolor brushes are good (Scholastic Brand at Blick cheapest and ok quality). **Utrecht Series 239 4 Brush set is also good. DO NOT BUY CAMEL HAIR OR BRISTLE BRUSHES.** The better the brush, the lower the frustration!
10. **Compass, protractor, french curve, other templates** and/or you may look around your house for things that may be used as templates to create interesting shapes.
 - *More materials may be assigned as we go*

RECOMMENDED BUT NOT MANDATORY

1. Set of drawing pencils (HB, 2B, 4B, 6B)
2. colored pencils, watercolors, or other colored media of your choice
3. Portfolio, 23x31" ('orange paper' is okay)
4. Palette (small plastic one with indentations for ink) or disposable palette.
5. A soft cloth (about 12" square) ... an old t-shirt works well
6. Something to carry this stuff in (tackle box, tool box,)
7. Miscellaneous

RELIABLE MAIL ORDER

- **Blick**, 1-800-828-4548 <http://www.dickblick.com/> (Links to an external site.)
- **Michaels**, <https://www.michaels.com/> (Links to an external site.)
- **Walmart**, <https://www.walmart.com/> (Links to an external site.)
- **Art Supply Warehouse**, 1-800-854-6467 <http://www.artsupplywarehouse.com/index.php> (Links to an external site.)
- **Utrecht**, 1-800-223-9132 <http://www.utrechtart.com/>

Course Requirements and Instructional Methods

- **Participation in class:** Students are required to complete all design projects and other assignments, and to participate in critiques and class discussions. Students should constantly check **Announcements** and emails and communicate with the instructor through the Canvas inbox if issues, problems, and/or concerns arise well in advance of the due date
- **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 studied. Students will offer, and perhaps receive constructive criticism on their own, and their peer's projects. Critiques will be held during live Zoom session on determined dates with the option to submit a written Statement of Purpose for the critiqued design project if the student cannot attend the Zoom meeting.
- **Design Projects and Studio Problems:** Students will submit all preliminary work, thumbnails, sketches, ideas as well as finished design projects and studio problems to this shared [Google Slides document](#). 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. Artist statements will be required from students that couldn't participate in the live Zoom critique sessions for any of the art assignments. Students are also expected to view at least 2 online art exhibitions 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 may be reviewed by the instructor two times during the semester. Students may make an online appointment with the instructor for this purpose or submit the portfolio as a PDF file.

Instructional Methods

Zoom live sessions and prerecorded lectures, demonstrations and audio-visual presentations; ongoing studio critiques and discussions; online gallery, museum and artists' studio visits and guest speakers. **Always have your sketchbook and something to write/draw with during live zoom sessions.**

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

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.

*This means that since this is a 3-credit course, you're responsible for **about six hours of work outside of class each week**. You should use that time to read the textbook and lecture notes, look for additional art sources, and work on your art projects!*

Instructor Expectations

As your instructor, I will

- **Communicate** to you via Canvas announcements and inbox and comments in work submitted to the Google Slides document.
- **Post** weekly course-related announcements.
- **Respond** to your email or phone message within 24-48 hours.
- **Monitor** all discussions and provide feedback to the entire class where needed at least weekly.
- Provide individual **feedback** on assignments/papers/projects within one week of the due date. (View [Finding Grades and Feedback](#))
- Work with you so you will have a **successful learning experience** in this course!
- Provide all course material in an accessible format.

What if I need to borrow technology or access to WIFI?

1. To request a loaner laptop, MYFI device, or other electronic device, please submit your request here: <https://imperial.edu/students/student-equity-and-achievement/>
2. If you'd like access the WIFI at the IVC campus, you can park in parking lots "I & J". Students must log into the IVC student WIFI by using their IVC email and password. The parking lots will be open Monday through Friday from 8:00 a.m. to 7:00 p.m.

Guidelines for using parking WIFI:

- Park in every other space (empty space BETWEEN vehicles)
- Must have facemask available
- For best reception park near buildings
- Only park at marked student spaces
- Only owners of a valid disabled placard may use disabled parking spaces
- Only members of the same household in each vehicle
- Occupants MUST remain in vehicles
- Restrooms and other on-campus services not available
- College campus safety will monitor the parking lot
- Student code of conduct and all other parking guidelines are in effect
- Please do not leave any trash behind

No parking permit required

If you have any questions about using parking WIFI, please call Student Affairs at 760- 355-645

Course Grading Based on Course Objectives

Unless specifically stated otherwise, all projects are to be completed by the due date and/or critique day. 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, Discussions, Critiques	30%
Design Problems / Studio Problems / Portfolios	40%
Sketch Journal / HW / Quizzes /Canvas Assignments	15%
Written Assignments	15%

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

Attendance

- A student who fails to complete the **first week's mandatory activities** 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. 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.**

What does it mean to “attend” an online class?

Attendance is critical to student success and for IVC to use federal aid funds. Acceptable indications of attendance are:

- Student submission of an academic assignment
- Student submission of an exam
- Student participation in an instructor-led Zoom conference
- Documented student interaction with class postings, such as an interactive tutorial or computer-assisted instruction via modules
- A posting by the student showing the student's participation in an assignment created by the instructor
- A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters
- An email from the student or other documentation showing that the student has initiated contact with a faculty member to ask a question about an academic subject studied in the course.

Logging onto Canvas alone is NOT adequate to demonstrate academic attendance by the student

- 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 complete all design projects and other assignments, and to participate in critiques and class discussions. Students should constantly communicate with the instructor through the Canvas inbox if issues, problems, concerns arise.

How do I act differently if I have an on-ground class during COVID?

DO NOT COME TO CAMPUS OR ATTEND AN OFF-CAMPUS CLASS IF YOU FEEL SICK, HAVE A FEVER, OR HAVE A COUGH

- Even if your symptoms are mild, stay home.
- Email your instructor to explain why you are missing class. c. If you are sick with COVID-19 or think you might have COVID-19, provides CDC guidance.
- If you have tested positive for COVID-19, you must self-quarantine for 14 days and then be without symptoms for at least 72 hours. Clearance is required prior to returning to any face-to-face interaction. It is recommended that you undergo a final COVID-19 test to confirm that you are no longer infected.
- If you are exposed through direct contact with a person known to be COVID-19 positive, then you must submit negative COVID-19 test results prior to returning to any face-to-face interaction.

ARRIVE AT CAMPUS EARLY (at least 15 minutes early is advised).

- All people entering the IVC campus will need to pass a screening process, which will occur at the gates as your drive onto campus. You will need to take a short questionnaire and get your temperature taken (the screening is completely touchless and will take place while you remain in your car).

BRING A MASK TO CLASS (and always wear it).

- Be sure that your mask covers both your nose and mouth. If your mask is cloth, then wash it each day. If your mask is disposable, then use a new one each day.

GO DIRECTLY TO YOUR CLASSROOM.

- The IVC campus is mostly closed so you should not visit other areas or seek any face-to-face services. Services are available to students online and can be accessed through www.imperial.edu.

WASH YOUR HANDS FREQUENTLY (and use the provided sanitation supplies).

- Your classroom is equipped with cleaning supplies. Use them as needed.

BE SURE TO SOCIAL DISTANCE (stay at least 6 feet from other).

- The number of students in a classroom at any one time is very limited so you have plenty of space to spread and ensure that you stay at least 6 feet from others.

7. BRING YOUR OWN FOOD AND DRINKS.

- There is no food service currently offered on campus.

Online Netiquette

- “Netiquette” refers to the rules of behaving well online. It can be more difficult to discern meaning in written text than in spoken conversation, so pay particular attention to your words.
- Keep your language clear and concise; ensure posts are on-topic; use correct spelling, grammar, and capitalization (all caps = yelling); and contribute productively to conversations.

How am I expected to act in an online “classroom” (especially Zoom)?

Attending a virtual meeting can be a challenge when there are many students on one conference call. Participating in such meetings may count as class attendance, but disruptive behavior may also result in you not being admitted to future meetings. Follow the tips below for best results:

1) Be RESPECTFUL

- Your written, verbal, and non-verbal communications should be respectful and focused on the learning topics of the class.

2) Find a QUIET LOCATION & SILENCE YOUR PHONE (if zooming)

- People walking around and pets barking can be a distraction.

3) EAT AT A DIFFERENT TIME.

- Crunching food or chugging drinks is distracting for others.
- Synchronous zoom times are set in advance so reserve meals for outside class meetings.

4) ADJUST YOUR LIGHTING SO THAT OTHERS CAN SEE YOU

- It is hard to see you in dim lighting so find a location with light.
- If your back is to a bright window, you will be what is called “backlit” and not only is it hard on the eyes (glare) but you look like a silhouette.

5) POSITION THE CAMERA SO THAT YOUR FACE AND EYES ARE SHOWING

- If you are using the camera, show your face; it helps others see your non-verbal cues.
- You may be at home, but meeting in pajamas or shirtless is not appropriate so dress suitably. Comb your hair, clean your teeth, fix your clothes, etc. before your meeting time to show self-respect and respect for others.

6) Be READY TO LEARN AND PAY ATTENTION

- Catch up on other emails or other work later.
- If you are Zooming, silence your phone and put it away.
- If you are in a room with a TV – turn it off.

7) USE YOUR MUTE BUTTON WHEN IN LOUD PLACES OR FOR DISTRACTIONS

- Pets barking, children crying, sneezing, coughing, etc. can happen unexpectedly. It's best if you conference in a private space, but if you can't find a quiet place, when noises arise MUTE your laptop.

8) REMEMBER TO UNMUTE WHEN SPEAKING

- Follow your instructor's directions about using the "raise hand" icon or chat function to be recognized and to speak, but make sure you have unmuted your device.
- Do not speak when someone else is speaking.

9) REMAIN FOCUSED AND PARTICIPATE IN THE MEETING

- Especially when the camera is on YOU, we can all see your actions. Engage in the meeting. Look at the camera. Listen to instruction. Answer questions when asked.
- Do not use the Zoom meeting to meet with your peers or put on a "show" for them.

10) PAUSE YOUR VIDEO IF MOVING OR DOING SOMETHING DISTRACTING

- Emergencies happen. If you need to leave the room or get up and move about, stop your video.

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.

How do I show academic honesty and integrity in an online “classroom”?

KEEP YOUR PASSWORDS CONFIDENTIAL.

- You have a unique password to access online software like Canvas. Never allow someone else to log-in to your account.

COMPLETE YOUR OWN COURSEWORK.

- When you register for an online class and log-in to Canvas, you do so with the understanding that you will produce your own work, take your own exams, and will do so without the assistance of others (unless directed by the instructor).

Examples of Academic Dishonesty that can occur in an online environment:

- Copying from others on a quiz, test, examination, or assignment;
- Allowing someone else to copy your answers on a quiz, test, exam, or assignment;
- Having someone else take an exam or quiz for you;
- Conferring with others during a test or quiz (if the instructor didn’t explicitly say it was a group project, then he/she expects you to do the work without conferring with others);
- Buying or using a term paper or research paper from an internet source or other company or taking any work of another, even with permission, and presenting the work as your own;
- Excessive revising or editing by others that substantially alters your final work;
- Sharing information that allows other students an advantage on an exam (such as telling a peer what to expect on a make-up exam or prepping a student for a test in another section of the same class);
- Taking and using the words, work, or ideas of others and presenting any of these as your own work is plagiarism. This applies to all work generated by another, whether it be oral, written, or artistic work. Plagiarism may either be deliberate or unintentional.

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.

How do I access services now that we are mostly online?

- 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.** In order to accommodate students and maximize student success during the COVID-19 Pandemic, all tutoring support is being provided through one Zoom link ([IVC online Tutoring](#)). When campus is open again, there are several learning labs to assist students. Whether you need support using computers, or you need a tutor, please consult your [Campus Map](#) for the [Math Lab; Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** Visit the Spencer Library's page on the IVC website for a wealth of valuable resources and online access to databases, e-books and more. Contact us so we can help you with instructional and research development skills (for those conducting research and writing academic papers). When campus re-opens, students also have access to tutoring services in the Study Skills Center as well as private study rooms for small study groups. There is more to our library than just books!
- **Career Services Center.** The Career Services Center is dedicated to serve all IVC students and Alumni. Services include Career Assessments, Resume and Cover Letter Assistance, Interview Preparation, Internship Opportunities and Job Placement.
- **Child Development Center.** The Preschool and Infant/Toddler Centers are on-campus demonstration lab programs that meet the educational, research, and service needs of the institution and community at large. The Preschool program (children three to five years of age) and the Infant/Toddler program (newborn to three years of age) is in buildings 2200 and 2300. Service is available to families who meet the California Department of Education qualifications for enrollment. The centers are open during COVID from Monday-Friday 7:15-5:30. Breakfast, lunch and snack are provided through the California Adult and Child Food Program. Location: Buildings 2200 and 2300. Phone: (760) 355-6528 or (760) 355-6232. Application: <https://forms.imperial.edu/view.php?id=150958>

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. When campus is open, 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, but you must make an appointment. 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, or when campus reopens, 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, book grants, transportation assistance, individualized counseling, tutoring, and community referrals to eligible students. Our staff is available to assist and support students in navigating personal, psychological, academic, and/or career-related issues through empathy, cultural-competence, and a commitment to equity and social justice. Also under the umbrella of EOPS is the CARE (Cooperative Agency Resources for Education) Program, designed to serve single parents and assist with addressing 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 about the EOPS or CARE Programs please contact our Program Office 760.335-6407 and/or visit our Program website <http://www.imperial.edu/students/eops> for eligibility criteria and application procedures. We look forward to serving you! - EOPS/CARE Staff

Student Equity Program

The Student Equity & Achievement 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. SEA addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, LGBTQIA+, Veterans, foster youth, homelessness, and formerly incarcerated students. The SEA Program also houses IVC's Homeless Liaison, Foster Youth Liaison, Formerly Incarcerated Liaison, and Military Affiliated Liaison, who provide direct services and referrals to students in need. SEA strives 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 enrollment, education, degree and certificate completion, and the ability to transfer to a university. SEA also provides outreach at local Imperial County high schools to ensure graduating seniors are successfully matriculated into the college and have a strong support system. Please visit us online for assistance at <https://imperial.edu/students/student-equity-and-achievement/> or call us at 760-355-6465 or when campus reopens, visit Building 401.

What if I cannot afford food, books, or need other help?

We have many resources that are available to you. Please tell us what you need by submitting your request(s) here: <https://imperial.edu/students/student-equity-and-achievement/>

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/ all assignments will be pushed one week to correspond to the late start of the semester:

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 Aug. 17	Course Introduction	
Week 2 Aug. 24	Intro to Line	Chapter 1, pgs. 4-11
Week 3 Aug. 31	Line Principles of Design, chapter 3	chapter 3, pgs. 65-86
Week 4 Sept. 8	Line Intro to Shape	Chapter 1, pgs. 14-18 and Due: Line Projects
Week 5 Sept. 14	Shape Concepts and Critical Thinking, chapter 5	Chapter 5, pgs. 106-118
Week 6 Sept. 21	Shape Cultivating Creativity	Due: Shape Projects chapter 6, pgs. 123-132
Week 7 Sept. 28	Intro to Space and Motion: One and Two Point Perspective	Chapter 4, pgs. 89-101 Due: Space Projects
Week 8 Oct. 5	Space and Motion Mid Term Reviews and Critique	Portfolios, critique
Week 9 Oct. 12	Intro to Value	Chapter 1, pgs. 28 -32

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 10 Oct. 19	Value Written Report –DISCUSS (Due week of November 11)	
Oct. 26	Intro to Texture	Chapter 1, pgs. 22 -26
Week 11 Nov. 2	Texture	Due: Texture Projects Due: Written Assignment
Week 12 Nov. 9	Intro to Color	Chapter 2, pgs. 39-60
Week 13 Nov. 16	Color and Final Project	
Week 14 Nov. 23	NO CLASS- Thanksgiving Week	NO CLASS
Week 15 Nov. 30	Color and Final Project	
Week 16 Dec. 7	Color and Final Project FINAL EXAMS WEEK	Portfolios, Critique Due: Color and Final Project

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