

ART 141: Two-Dimensional Design

Course Description: An Introductory course in three-Dimensional design, which prepares the student to go on to a variety of advanced courses in fine art and design. The focus is on the introduction to and the application of the visual fundamentals of three-dimensional design. It provides basic experience in the expression of personal ideas in form, using a variety of techniques and methods for forming materials in three-dimensional space.

Prerequisite: None

Textbook and Materials: There is no required textbook; periodic reading will be assigned, the sources of which will be provided, most often posted or linked on the Blackboard course site.

Blackboard is used as companion to this course. **Students must log in to the Blackboard course site before the second-class meeting.** All handouts, required readings, class notes, assignments, grades, etc. will be available on Blackboard so it is imperative that you log on and familiarize yourself with the system. For technical and/or access help, there is a help link in the course menu on Blackboard. If you have questions concerning course content, assignments, and /or grades, contact me by text, email, or talk to me in class.

Students will be provided some materials but will also be required to buy some of their own materials and supplies for projects. Many supplies and most tools will be provided.

Course Objectives/Outcomes:

Upon the completion of this course, you will be able to:

- ... effectively define and utilize basic visual, verbal, and written vocabulary specific to two-dimensional art and design.
- ... correctly name, define, and effectively use the seven elements of design: line, form, space, texture, value, color, and light.

COURSE INFORMATION

ART 141-02
Two-Dimensional Design
3 credit hours
6 contact hours per week
Winter 2017
Mon/Wed 8:00-10:59
VADC 126
Visual Arts & Design Center

CONTACT INFORMATION

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remind.com/join/kee6kh
or text @kee6kh to 81010
or download app at
remind.com

NOTE

E-mail or Text message are the quickest and easiest ways to contact with me. Please, ALWAYS include your course & section [ART141-T/Th] in the email subject line, and in the text of the email include an appropriate greeting (for example: "Hello Jjenna" or Greetings "Dr. Andrews"), and ALWAYS conclude with your full name. I check my e-mail regularly and will answer you within 24 hrs.

Course Objectives/Outcomes (continued):

- ... correctly name, define, and use the seven principles of design: repetition, variety, emphasis, economy, proportion, balance, and rhythm.
- ... to conceptualize, visualize, design, and critique artwork that exploits two-dimensional space with a high degree of craftsmanship.
- ... to define, apply, and analyze design concepts/theory, including color theory specific to the creation of two-dimensional visual art.
- ... become familiar with significant artists and describe historical precedents that effect processes, materials, and conceptual elements in current two-dimensional art and design practices.
- ...effectively utilize and express representations, conceptual, symbolic, and/or metaphoric thought, drawing on research as well as one's own personal experiences and/or interests in the design/creation of two-dimensional artwork.
- ... develop a work ethic consistent with the demands of being an active visual artist.
- ...develop a portfolio of a minimum of 6 projects that may be used as substantial work the student has created in this class.

Class Methodology:

This course is designed to help you learn about the making of three-dimensional art with individual and group projects. Everything we do will in some way relate to improving your understanding of and thinking critically about art principles, practices and applications using at least three dimensions. Heavy emphasis will be placed on the maker, the doer, the performer, always keeping in mind the intended audience. Thinking like artists, we will identify problems, gather information, process it thoughtfully and assess the results. Activities that will facilitate this include the investigation of materials, techniques, historical background, contemporary theory, and exposure to works by historical and contemporary artists. Course work is process, concept, and knowledge driven.

Class time will consist of studio work, discussion, demonstrations, individual and class instruction using a variety of media, and working and project critiques. Whereas, the majority of class time is dedicated to working on projects, it is not intended to be enough time to complete

Class Participation:

Participation in class is expected and required. You should be prepared to offer your opinions during classroom discussions and actively participate in critiques. I do understand that talking in front of people may be hard for you, but I ask that you try to participate in some way. Students less comfortable participating in class discussion could take a more active role in other class activities and projects. Participation is part of your grade and a crucial factor when making final decisions about grades.

This class is designed as a cooperative learning environment in which every student is expected to participate in class activities and contribute to class discussions. I do not assign points for just attending class; however, there will be formal and informal activities or assignments completed in class which carry grade points. These activities and assignments cannot be made up if the class is missed.

Active participation in class, effective use of studio time, and in depth engagement with the course content, processes, topics, and critiques will also be noted for a class participation points. The level of engagement will also be taken into consideration in the final grade; for example, if one's overall grade is on the edge between a 2.5 and an 3.0, student's level of engagement and overall participation in class would push it to the higher grade.

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the assigned projects. Being that this is a studio class, it is generally assumed that a student plans for at least 1-3hrs work time outside of class for every 1 hr. in class (more or less time may be needed depending on the project and student work habits). Some of the projects in this class may be difficult to transport and/or work on at home, so you will need to plan to spend time in the 3D/Sculpture studio outside of class time.

As a studio course, it is imperative to attend class and make effective use of studio time. Much of class time is spent working on your own projects, but it is also a time to take advantage of the classroom as an art community. Class time is essential as a time I can observe each of you working and developing your projects. I want to see where your strengths and weaknesses are and I can only do this effectively if I can observe and interact with you as you work. I am here as a resource for you as you develop your ideas and projects, so always feel free to ask me questions or ask for in-process feedback. I am not your only resource, however. Informal discussions concerning the projects and processes between students are also encouraged. Your fellow students are great resources for brainstorming ideas, for in-process feedback, and/or second opinion. There may also be unscheduled, informal working critiques, where the class as a whole give feedback and can discuss possibilities for a project.

COURSE FOCUS:

- Composition and the aesthetics of good composition
- Craftsmanship and an overall formal emphasis on visual presentation.
- Color, theory and use.
- Developing abstract/artistic thinking, thought processes, and cognition.
- Problem solving through experimentation, thought, and creativity.
- An altered, applied artistic "vision".
- Non-verbal communication through the elements and principles of art/design
- Learning theories through application via exercises and projects
- Aesthetics– the reason behind visual preferences. They serve as the basis of the design principles.
- Observation, analysis and exploration of the principles of art and design.
- Students becoming familiar with the vocabulary of art and learning to effectively analyze and critique design problems.

ATTENDANCE:

Attendance is expected and required. You must be present, attentive, and productively working on class-related projects/activities for the full class to be counted as present. Any missed in class activity/assignment missed due to absence, late arrival, or early departure cannot be made up.

If you arrive after class has started, please enter class quietly. If I am addressing the class, discreetly find a seat and wait until after I am finished to stow your belongings and/or retrieve your project. Do not plan to leave class early, except in case of emergency. If possible, notify me before the start of class if you must leave early.

If you miss a class, you are still responsible for the information presented that day. Please, do not email me to ask if you missed anything important. All handouts are available on Blackboard and talk to your fellow students for any class notes. After you have done this, if you still have specific questions, feel free to email/text me, so that you are fully prepared for the next class meeting.

There are no excused or unexcused absences; however, I do understand that sometimes life issues can interfere with your ability to come to class. Along with consistent attendance and participation, communication with me is key. Please, do not just disappear for multiple classes. Whereas, if you miss a class you cannot make up the in-class activity points, by communicating with me, sooner rather than later, we can make sure you do get what you need and do not get any further behind.

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CLASSROOM POLICIES:

- You are responsible for your own behavior and are expected to act in an appropriate and professional way. Please be respectful of everyone in this classroom as well as MCC property.
Note: Absolutely no form of discriminatory language, imagery, or actions related to race, sex, gender, (dis)ability, socioeconomic status, beliefs, and/or religion. Hate language and imagery is never appropriate and will not be tolerated in this course.
- We all want a studio within which we feel safe to not only work, but also where we are encouraged to learn, to develop our skills, and to take risks in our artistic pursuits. I cannot create such an environment on my own; it takes each of us to do our part. To this end, we as a class will establish our classroom norms that will create the kind of studio we want to work in. Every voice is important in this process, taking each of us to create the kind of productive working environment we desire.
- Please come to class ready to learn and work. Do not arrive late, sleep during class, text, and/or engage in side conversations during lecture or class discussion.
- No cell phone use that is unrelated to class. There are times cell phones will be used for class related activities, but at all other times, please silence your cell phones and put them in your bag before class. This is also for the safety of your phone, in that we will be using materials and tools in class that could potentially be damaging to your phone. If your cell phone needs to be accessible, please talk to me before class starts to make arrangements.
- Any mess made must be cleaned up before leaving class each day. This includes your table area, the floor around your seat, and the common paint & sink area. Replace used paint paper. Please put any tools/supplies you have used in their proper cabinet. Do not leave projects, supplies, paint, or tools on the work tables.
- This is a studio where we will often be using messy materials; therefore, it is best to wear clothes that you do not mind getting messy in. You may want to avoid shirts with baggy sleeves or jewelry that could unintentionally smudge the media being used.

CLASS COMPASSION:

If at any time or for any reason you feel unsafe or uncomfortable in class because of my actions or a student's actions, please do not hesitate to talk to me.

I use the pronouns she/her. If you use specific pronouns or a name different from the name on my attendance, please let me know. To foster a safe, productive environment in which everyone can work, I ask everyone in class to use the names and pronouns each person identifies.

The unique individuality of each student in this class is what makes this course dynamic and exciting. Our differing opinions, choices, backgrounds, beliefs, identities, etc... are good things and can be sources of continuing inspiration. Please, do not actively and/or consistently instigate arguments and/or purposefully try to offend other students on any religious, social, cultural, or political issues.

That said, do not feel that you need to censor your expression of beliefs and positions on any issues of importance to you; however, I do ask that you do so in a way that opens up discussions vs targeting and purposefully offending just to offend. I will not allow the creation of art which is solely designed to shock or offend just for the sake of shocking or offending.

Please, choose empathy. Be conscious of your actions and how they may affect other students.

CLASSROOM POLICIES (continued)

- All electronic devices must be put away before class begins, unless prior arrangements have been made, the devices have been requested for the class activities, or they are required for approved ADA accommodations. This includes, but is not limited to i-pods, cell phones, tablets, laptops, etc. Absolutely NO head phones, ear buds, or any other device that blocks sound may be worn at any time in the class room.
- Your safety is my first priority. It is very important that you are aware of and follow all safety guidelines in relation to materials, tools, and processes.
- I am here to facilitate learning and will work to make this a good, safe, and engaging learning environment, but I need your help. The bottom line is respect and being considerate of others in the classroom as well as MCC property. This does not mean that debate or disagreement is not appropriate but rather intelligent, respectful, productive debate and discussions on the topics at hand is ALWAYS welcome. I look forward to a fun, productive semester of learning about, creating, and critiquing three-dimensional art.

ANNUAL STUDENT ART EXHIBITION:

Students will have the opportunity to participate in a Student Art Exhibition at the end of Winter Semester. All artwork made in a class in Fall and Winter semesters is eligible to be submitted for jury. Students will choose which projects they feel are strong enough to enter the exhibition. To this end, students will need to store and keep their projects safe. Each project should be presented in the best possible manner for jurying. The requirements for entering the exhibition will be posted in Winter semester.

MCC EMERGENCY CLOSINGS:

Up-to-date closing information is available from the following sources:

- [Emergency Notification System](#)
In the event of any on-campus emergency a voice or SMS (text message) will be sent. All MCC Students, Faculty and Staff are encouraged to sign-up for this notification through WebAdvisor.
- [Student Email Notification](#)
Students will be notified through their MCC Webmail address of specific class cancellation, site-specific closings, or college-wide closings.
- Call [\(810\) 232-8989](tel:8102328989) for a recorded message announcing a school closing.

Area radio and television stations will be alerted whenever a decision is made to close the school.

CLASS-CANCELLATION POLICY:

In the event that a class needs to be cancelled, I will take the following steps to notify students:

- I will email all students as soon as I know that class will be cancelled.
- I will post the class cancellation announcement on Blackboard along with any instructions for schedule adjustments, assignment requirements, and preparations required for the next class meeting.
- If one has signed up for text announcements, you will receive a notification of cancellation by text message.

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PROJECT GRADES & RUBRIC

Each project is graded on 7 criteria described below. The attached rubric will be used to evaluate each project, and will accompany the graded project along with my written feedback.

- 1) **Composition** 15% - Does the composition look purposeful? Did the student effectively utilize the specific design element(s), principle(s), and/or concept(s) addressed in the assignment? Are the required element(s), principle(s), and/or concept(s) primary in the composition? Does the project visually communicate the student's intended aesthetic and/or meaning in an effective and engaging way?
- 2) **Technique** 15% - Did the student use the required materials? Are all the aspects of the assignment being addressed in the final project? What is the overall effectiveness and quality of the product visually and conceptually? Did the student understand and apply the concepts presented in class?
- 3) **Craft** 15% - Does the project look finished? Is it neat and clean in its execution and presentation? Is there visual evidence that the student dedicated the appropriate time to the process, paying attention to the details? Is it apparent that the final product was presented with care and confidence and within the required guidelines? Did the student make effective use of studio class time, as well as time spent on the project outside of class? Were all appropriate deadlines met?
- 4) **Creativity** 15% - Did the student experiment with a variety of options, arriving at a creative solution to the assignment? Was there a willingness to explore and take risks? Did the student take risks? Did the student push past the "letter of" the stated assignment, pushing boundaries and/or perceived limits of the stated guidelines? How did the student apply problem-finding and problem-solving in the creative process related to the project? How did the student deal with "failure" during the process? Is there obvious growth in the student's willingness to take risks, in their exploration of technique(s), and/or in their personal expression?
- 5) **Personal Growth** 15% - Is there obvious effort and motivation invested in this project? Does the project evidence student growth in any of the criteria listed above (composition, technique, craft, and/or creativity)? Did the student step out of their comfort zone for this project? Did the student take into consideration and apply (or not apply for valid, articulated reasons) the instructor's feedback and suggestions? Did the student take into consideration peer feedback provided through informal and formal critiques?
- 6) **Class Participation** 15% - Was there active participation in and contributions to class discussions? Were all the in class activities completed with attention to detail & excellence in craftsmanship? Was there informal critical interaction and feedback to fellow students during work time?
- 7) **Critique Participation** 15% - Was there active participation in and contributions to class critiques? Was there thoughtful engagement in the class critiques, adding depth to the critique? Did the student pay attention to other students contributions/feedback on fellow student's artwork? Was the student considerate in interacting, not interrupting and/or speaking over fellow students?

COURSE GRADING POLICY:

4.0

- superior effort & creative expression
- well exceeds the letter of the assignments
- excellent workmanship
- demonstrates consistent growth in all aspects of the course including: visual organization, expression, technical skill, & conceptual understanding.
- active & productive class participation

3.0

- good effort & clear expression
- goes beyond the letter of the assignments
- good workmanship
- evidence of consistent growth in visual organization, expression, technical skill, & conceptual understanding.
- active class participation

2.0

- average effort & expression
- fulfills the letter of the assignments, no more/ no less
- adequate workmanship
- little or adequate growth/development in some of the following: visual organization, expression, technical skill, & conceptual understanding
- adequate and/or passive class participation

1.0

- Deficient completion of required coursework
- little or no effort & Expression = does not fulfill assignments
- poor workmanship
- little or no growth/development in any of the following: visual organization, expression, technical skill, & conceptual understanding
- little or no class participation

0.0

- Unsatisfactory completion of required course work
- little or no effort & expression
- incomplete assignments or few/no assignments turned in
- little or no class participation

LATE ASSIGNMENT POLCY:

Half-finished projects are difficult to critique -- to receive maximum benefit from class' assessments, feedback, and FULL CREDIT, projects must be completed before the scheduled class critique.

If the project is not finished at the time of the critique, it still needs to be a part of the critique to receive credit above a 2.0.

Late projects are accepted only by prior arrangement. It is the student's responsibility to contact me to make arrangements and to get the project to me according to the agreed schedule. If contacted before the due date, and continued communication with me, I will generally accept one late project per semester with no penalty. If any subsequent projects are going to be late, the student needs to meet with me to discuss the schedule issues. Absences DO NOT automatically extend due dates

After the class critique, students are given the following options:

- a) Turn the project in to be graded as it is.
- b) Continue working on the project, taking into consideration the feedback given in the critique, and turn it in at the beginning of the next class. Projects turned in after will be considered late.

Note: The above options are only available to students who participated in the project critique AND whose project is complete or completed to a point where it can be effectively critiqued.

Total Available Points = 1000pts
Projects =750pts.
Sketchbook, Activities & Assignments = up to 250pts

FINAL COURSE GRADE

I use a point system for grading projects, assignments, and participation. I have designed this grading system to give you, the student, control over what grades you want to receive for this class. The breakdown is as follows:

Required Projects: There are 9 required projects in this class. If you complete all 9 with close to full credit, you will receive a 2.0 for the course.

Sketchbook, Activities, & Assignments: Associated with each project there will be several activities and/assignments that you can choose to complete for points. These activities are designed to aid in the successful completion of the associated project, through the practice of sub-skills, exploration of related concepts/processes, and/or the completion of sub-steps of the project. It is your choice if and which ones you would like to complete. You can also choose to repeat any of the options. The completion of these activities is what will take your grade above a 2.0.

GRADNG SCALE:

4.0 = 100-94%	3.5 = 93-88%
3.0 = 87-83%	2.5 = 82-79%
2.0 = 78-74%	1.5 = 73-69%
1.0 = 68-64%	0.0 = 63-0%

On the rare occasion an Incomplete (I) grade is needed for “extraordinary, unusual or unforeseen circumstances or other compelling reasons,” the student must have completed at least 75% of the course work with a passing grade, and be able to complete the remaining work within 3-6 months.

BLACKBOARD:
Blackboard is used as companion to this course. Students must log in to the Blackboard course site before the second-class meeting. All handouts, required readings, class notes, assignments, grades, etc. will be available on Blackboard.

To log in an access this class on Blackboard:

- Go to blackboard.mcc.edu or log in through your portal.
- Type in your username and password (the same as your email).
- You will see a list of your classes; click on ART 142 (This class).
- The home page will have important announcements and due dates listed. Be sure to read those every time you log in.
- All the links you need are in the menu on the left. Under [Assignments] you will find folders labeled for each week. This is where you will find readings, handouts, links, and project descriptions.
- Under [My Grades] you will always have access to your current grade.
- If you have questions, do not hesitate to ask me.

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CLASS SUPPLIES:

This list of materials is subject to change. You may consider getting your supplies as needed in case you end up not needing something listed. You may need to buy a larger amount of some materials than listed below as well as materials not listed.

The Mott bookstore carries a Supply Kit that contains much of what is listed below.

Required:

- Drawing paper pad **or** all media paper pad – 14” x 17
- Bristol Board pad smooth, 14” x 17”
- Sketchbook and possibly a notebook. (At least 8” x 10”. 11” x 15” is a good size)
- Portfolio - Minimum size of 18” x 24”. Big enough to carry your drawing pads, ruler, etc.
- Set of Drawing pencils (at least HB, 2B, 4B)
- Pencil sharpener
- Supply box. An Art Bin, tool box, tackle box, etc for storing your supplies.
- Medium point black permanent pens (Micron pens are recommended, extra and ultra-fine).
 - Sharpies are acceptable as well.
 - Or Black design art marker – double-nib (if possible)
- Erasers – white vinyl and kneaded is required.
- X-Acto knife & replacement blades (number 11)
- Cutting mat 8.5” x 12” or larger (no cutting on bare desktops will be allowed)
- Rubber Cement (Rubber cement “eraser” recommended) AND a glue stick.
- Straight edge ruler 18” or longer, preferably metal.
- 8 ½” x 11” black stock paper or black construction paper
- Palette Knife, metal
- Artist’s tape, drafting tape, or painter’s tape – any low-tack masking tape will work.
- Acrylic paintbrushes in the following sizes: **Note - all brushes should be white sable or synthetic – avoid boar hair or super-soft brushes meant for watercolor.* Brushes should be of the best quality you can afford, student grade, synthetic, etc. or mix. However, brushes can be “tricky” as expense does not always mean quality, and quality does not always mean it will fit your particular needs or preferences.
 - ½” or 1” flat or filbert
 - ¼” flat or filbert
 - Rounds in numbers 2 **or** 4, and 6 **or** 8
- Tracing paper pad. - A pad or amount of Tracing paper will be used to transfer images but, will mainly be used as coversheets for finished projects. Newsprint or another “thin” paper may be used as a cover as well but, Tracing paper, works best. This paper will be used for most projects so, the size needed will vary. I suggest that it be **at least the size of your largest pad of paper used on projects.**

Optional:

- Set of Colored pencils
- Set of (Liquitex Basics) acrylic paints, large tubes (2.5 oz) matte finish – Red, Blue, Yellow, White, and Black. You must have more than one type of each HUE in order to increase your color mixing potential. You will need the following: Naphthol Crimson & Cadmium Red, Ultramarine Blue & Cerulean Blue, Zinc Yellow & Cadmium Yellow Medium.
- Scissors
- Color markers

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ACADEMIC INTEGRITY:

The principles of truth and honesty are fundamental to a community of learners. The following is from the MCC Academic Integrity section of Student Policies:

https://www.mcc.edu/policies/student_acad_integrity.shtml

In an academic institution, every member of the community must demonstrate the highest standards of academic honesty; one must produce work that is wholly one's own, whether it is in the form of taking a test, writing an essay or report, conducting an experiment, or completing an assignment.

Taking another's work and presenting it as one's own, falsifying data or other information, helping others to cheat, depriving others of the resources they need to complete their work, or presenting work from a previous course to fulfill the requirements of another course, violate MCC's Academic Honesty Policy....

...Plagiarism is the representation of the words, ideas, or works of another person as one's own in an academic assignment. A college is like a factory for the production of words and ideas. Students earn grades and credits for the valuable words and ideas that they produce. Therefore, it is essential that the words and ideas of all members of the College are protected as their "intellectual property," and it is essential that no one pretends that other people's intellectual property is one's own.

Sometimes, people plagiarize intentionally, committing fraud by turning in someone else's work and passing it off as their own. Sometimes, people plagiarize unintentionally because they are confused about how to fairly and honestly represent someone else's words or ideas in their writing. It is the individual student's responsibility to seek instruction in this skill.

Plagiarism will not be tolerated in this class; however, I am very aware that not all plagiarism is purposeful. The following is intended to help you avoid plagiarizing sources in your written assignments.

Below is an excerpt from the U of M Library Handout "Understanding Academic Integrity and Plagiarism for Students": <https://www.lib.umich.edu/academic-integrity/understanding-academic-integrity-and-plagiarism-students>

Plagiarism is perhaps the most common form of academic dishonesty. However, there are many types of plagiarism, and most plagiarism is not intentional. Frequently, it is the result of taking insufficient notes when reading your sources. Below are several types of plagiarism of which you should be aware.

Accidental Plagiarism

- *Forgetting to place quotation marks around another's words*
- *Omitting a source citation for another's idea because you are unaware*
- *Carelessly copying a source which you mean to paraphrase*

Deliberate Plagiarism

- *Copying a phrase, sentence, or passage from a source and passing it off as your own*
- *Summarizing or paraphrasing someone else's ideas without acknowledging your debt*
- *Handing in a paper you bought or had a friend write or copied from another student*

See <https://www.lib.umich.edu/academic-integrity/resources-students> for more information as well as detailed handouts and tips for avoiding plagiarism.

Multiple submissions of the same product (paper, artwork, project, etc...) are forbidden under Mott's academic honesty policy without the instructor's explicit permission. In this class, work completed for another class will not be accepted without significant modifications. Please discuss your ideas/project with me first to determine if it will successfully fulfill the assignment.

Plagiarism in a studio Art course: What about images, videos, and music?

“Using an image, video or piece of music in a work you have produced without receiving proper permission or providing appropriate citation is plagiarism” (<http://www.plagiarism.org/plagiarism-101/what-is-plagiarism/>).

Plagiarism is utilizing another person’s artwork or images, and presenting them as your own. Just do not go there

Helpful hints to avoid plagiarizing:

If something is common factual knowledge--something that the vast majority of people in the field you are studying would know or is not open to interpretation -- then it does not need to be cited (ie, Michelangelo’s date of birth). Figuring out what constitutes "common factual knowledge" can be tricky. If you are unsure what kinds of information people in this field of study would know, then it is better to err on the side of caution and cite the source. You must site all information that is not from your own head and not “common knowledge” parenthetically using MLA or APA style in the text at the end of the sentence or paragraph (depending on which is appropriate). This is true of quoted information as well as paraphrased information. If it is not cited in this way then it is considered your own thought and words, which is then plagiarism. If you are unfamiliar with MLA or APA style, you can obtain help at the Writing Center or consult a style guide. This website is a good source:

<https://owl.english.purdue.edu/owl/section/2/>

Any time you use someone else's idea or image, that source needs to be cited. You may either include a direct quotation or you may paraphrase (in your own words!) the idea and cite it. Please keep direct quotes to a minimum. Grading assignments and papers requires that I evaluate the amount of information you have read or used to create the assignment and how you have processed and interpreted that information. Direct quotes do not generally demonstrate your level of comprehension. A good rule of thumb is to only use a quote when the wording is important or it cannot be said a different way. Paraphrasing is putting the information totally into your own words (not changing a couple words); Summarizing is when you are processing the information and explaining it in your own words.

If you are using an image or artwork created by another person as inspiration for your project or are interested in changing or manipulating a found image in your project, you need to check with me first. Not only are there possible plagiarism issues, but there are also copyright issues that can come into play. This does not mean that you cannot be inspired by an artwork or that images in media and the public domain are off limits; it just means that we need to discuss how the images are going to be used and be aware of any possible problems. When in doubt, always check with me.

Have you read Mott’s STUDENT CODE OF CONDUCT?

If not, it can be found at: https://www.mcc.edu/policies/student_code_of_conduct.php

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SCHEDULE:

Week	Date	Class work	Due
1	Jan 16	No Classes – MLK Jr Day	
	Jan 18	Syllabus, policies & procedures, supply list and schedule. Intro to Project 1, Begin project 1 Homework: purchase sketchbook and supplies for class. Take photos for Project 1. Multiple ideas/drawings for project	
2	Jan 23	Intro to design principles, Intro to project 2. Work on Project 1 Homework: Multiple ideas/drawings for project 2 (minimum 8), reading on BB	
	Jan. 25	Project 1 critique. Work day Project 2 Homework: Multiple ideas/drawings for project, reading linked in BB	Project 1 due Beginning of class
3	Jan 30	Work day project 2, Intro to Project 3 Homework: Finish Project 1, reading linked on BB	
	Feb 1	Project 2 Critique; Begin project 3 Homework: Multiple ideas/drawings for project 3, reading linked in BB	Project 2 due Beginning of class
4	Feb 6	Project 3 Work day Homework: work on project 3, reading on BB	
	Feb 8	Project 3 Work Day, Mounting. Intro to Project 4 Homework: Finish Project 3, Multiple ideas/drawings for project	
5	Feb 13	Project 3 Due. Work on Project 4. Homework: Multiple ideas/drawings for project 4, reading on BB	Project 3 due Beginning of class
	Feb 15	Project 4 work day Homework: reading linked on BB	
6	Feb 20	Project 4 Work day Homework: Work on project 4, reading linked in BB	
	Feb 22	Project 4 Critique, Intro Project 5 Homework: Multiple ideas/drawings for project, reading on BB	Project 4 due Beginning of class
7	Feb 27	Begin Project 5 Homework: work on Project 5	
	Mar 1	Work on Project 5 Homework: reading linked on BB	
8	Mar 6	Project 5 Work Day, Intro to Project 6 Homework: Finish Project 5, Multiple ideas/drawings for project 6	
	Mar 8	Project 5 Critique, Work on Project 6 Homework: Work on project 6, reading on BB	Project 5 due Beginning of class
>>>>>>>>> Spring Break...March 13 – March 19 <<<<<<<<<<<			

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9	Mar 20	Project 6 Work day; Homework: Finish Project 6	
	Mar 22	Project 6 due; Intro to Project 7 Homework: Multiple ideas/drawings for project 7, reading on BB	Project 6 Due Beginning of class
10	Mar 27	Project 7 Work day Homework: Work on Project 7, reading on BB	
	Mar 29	Project 7 Work day, Intro to Project 8 Homework: Finish project 7, Multiple ideas/drawings for project 8, reading on BB	
11	Apr 3	Project 7 critique Homework: Work on Project 8, reading on BB	Project 7 due Beginning of class
	Apr 5	Project 8 work day Homework: reading on BB	
12	Apr 10	Project 8 Work day, Intro. to Final Project Homework: Finish Project 8, Multiple ideas/drawings for Final Project	
	Apr 12	Project 8 critique. Begin Final Project Homework: Research for Final Project	Project 8 due Beginning of class
13	Apr 17	Project 8 Critique Homework: Sketches of ideas for Motif	Annotated Bib due
	Apr 19	Work on Final Project Homework: Multiple ideas/drawings for Final Project. reading linked in BB	Finished Motif Due (part A) Working Critique
14	Apr 24	Final Project Work Day Homework: Work on Final Project	Pattern Finalized
	Apr 26	Final Project Work Day Homework: Work on Final Project	Final Paper Due (part B)
15	May 1	Final Project Work Day Homework: Work on Final Project	
	May 3	Final Critique & Presentations	Final Project Critique (part A & B) Beginning of class

*Syllabus and schedule are subject to change at the instructor's discretion. Reasons for change include but are not limited to adjustments in schedule or assignments to better address the needs of the students, to adjust for campus closure/cancelled classes, or to better achieve the course learning outcomes.

Disability Services:

Mott Community College is committed to providing equal opportunity for participation in all programs, services and activities and adheres to Section 504 of the Rehabilitation Act (1973) and the Americans with Disabilities Act, as amended (2008) to provide effective auxiliary aids and services for qualified students with documented disabilities. Requests for accommodations by students with disabilities may be made by contacting Disability Services at [810-232-9181](tel:810-232-9181) or on the web at disability.mcc.edu. Once your eligibility for an accommodation has been determined, you will be issued an Instructor Notification Letter. Please present Instructor Notification Letters to instructors at the start of the semester and/or two weeks prior to the accommodation date (test, project, etc). Requests received after this date will be honored whenever possible.

Care Team:

If you or someone you know needs support, is distressed, or exhibits concerning behavior, help by making a referral to the Care Team. The Mott Community College Care Team is committed to improving the safety and well-being of the college community through proactive and supportive interventions. As your instructor, I may contact the Care Team to seek support for you. I encourage you to fill out a referral if you or a classmate are in need of help. You may contact the Care Team by filling out a referral at www.mcc.edu/care. In case of an emergency, please call 9-1-1.

Title IV Funding Eligibility – Federal and State guidelines require the college to keep attendance records in order for students to maintain their Title IV fund eligibility. Excessive absences may affect that eligibility.

Title IX - Consistent with Title IX of the Education Amendments of 1972, Mott Community College will provide appropriate adjustments and/or support to pregnant and parenting students. For questions about your rights pursuant to Title IX and other non-discrimination related compliance matters, contact the Title IX Coordinator – Chris Engle, Dean of Enrollment, Retention and Registrar at (810) 762-0243 or at chris.Engle@mcc.edu.

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Project Evaluation Rubric

NAME: _____

Criteria	10 – 9.4pts (4.0)	9.3 - 8.8pts (3.5)	8.7 – 8.3pts (3.0)	8.2 – 7.9 pts (2.5)	7.8 – 7.4pts (2.0)	7.3 – 6.9pts (1.5)	6.8 – 6.4pts (1.0)	6.3 - 0pts (0.0)
Composition	Overall superiority of composition. Nothing seems missing or excessive; and Required elements/concepts/principles are organized in a purposeful, unified, & engaging way; and Superior visual communication of student's intent.	Required elements/concepts/principles are organized in a purposeful & engaging way; and Nothing seems missing or excessive; and Clear visual communication of student's intent.	Good effort to include all the required elements/concepts/principles and they are organized in a purposeful & engaging way. Seems to need something added or subtracted; and good effort to visually communicate intent.	Clear effort to include all the required elements/concepts/principles & they are organized in a purposeful way. Something needs to be added or subtracted; or effort to visually communicate intent but intent is not clear.	Average effort to include all the required elements/concepts/principles & the organization does not seem unified or purposeful. Something needs to be added or subtracted; and/or some effort to visually communicate intent but intent is not clear	Some effort to include all the required elements/concepts/principles & the organization does not seem unified and/or purposeful; and/or Something needs to be added or subtracted; and/or some effort to visually communicate intent but intent is not clear	Overall, very little effort evident. Few of the required elements/concepts/principles are included & the organization does not seem unified and/or purposeful; and/or Something needs to be added or subtracted; and/or little effort to visually communicate intent but intent is not clear	No effort to fulfill the requirements of the assignment ; or project not turned in.
Technique	All aspects of the assignment are dynamically addressed; and , Superior skill in using the required materials & processes; and Excellent quality of visual expression; and Demonstrates high order of understanding of project concepts & processes.	All aspects of the assignment are clearly addressed; and , Skilled use of the required materials & processes; and Good quality of visual expression; and Demonstrates good understanding of project concepts and processes.	Most aspects of the assignment are clearly addressed; and , Competent skill in using the required materials & processes; and Good quality of visual expression; and Demonstrates competent understanding of project concepts and processes.	Clear effort to address most aspects of the assignment; and , good skill in using the required materials & processes; and average quality of visual expression; and Demonstrates basic understanding of project concepts and processes.	Average effort to address the requirements of assignment; and , average skill in using the required materials & processes; and average quality of visual expression; and Demonstrates basic understanding of project concepts and processes.	Some effort to address some aspects of the assignment; and , needs more practice skill in using the required materials & processes; or average quality of visual expression; or Demonstrates some understanding of project concepts and processes.	Little effort to address some aspects of the assignment; and/or , needs more practice with skill in using the required materials & processes; or below average quality of visual expression; and/or Demonstrates very little or no understanding of project concepts and processes.	Little to no planning or communication evident or project not turned in.
Craft	Presentation is flawless, clean, neat, & professionally finished. Stability, structure, & safety excellent. Effective time management is clearly evident, as is the time spent outside of class & the thorough attention to details.	Presentation is clean, neat, & professionally finished. Stability, structure, & safety good. Minimal flaws. Effective time management is evident, as is the time spent outside of class. Very good attention to details.	Presentation is clean, neat, & professionally finished. Stability, structure, & safety adequate. A few flaws. Time management is average, as is the time spent outside of class. Good attention to details.	Presentation has some issues with craftsmanship, such as rough edges, smudges, glue showing, stability, structure, & safety. Time management is adequate, as is the time spent outside of class. Needs more attention to details.	Presentation has several issues with craftsmanship, such as rough edges, smudges, glue showing, stability, structure, & safety. Needs to work on time management or , needs to spend more time outside of class. Needs more attention to details.	Presentation has many issues with craftsmanship, such as rough edges, smudges, glue showing, stability, structure, & safety. Needs to work on time management and , needs to spend more time outside of class. Little attention to details.	Presentation has too many issues with craftsmanship, such as rough edges, smudges, glue showing, stability, structure, & safety. Little or no time management and , little or no time spent outside of class; and/or No attention to details.	Overall presentation seems careless and sloppy. It is obvious the project was rushed or very little time devoted to the project or project not turned in.

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Creativity	Demonstrates risk-taking, did not take the safe solution.. Pushed beyond the "letter" of the assignment, pushed boundaries. Developed, explored & experimented with multiple solutions.	Evidence of risk-taking, & did not take the safe solution.. Pushed beyond the "letter" of the assignment, pushed boundaries. Developed & explored multiple solutions	Attempted to take a risk and chose the more difficult vs the easy solution. Clear effort to explore unique solutions for the assignment. Developed multiple solutions.	Some risk-taking, but choose the safer solution. Some effort to develop more than one solution.	Little risk-taking. Very little exploration of more solutions beyond the first 1-2 ideas. Chose the safer solution to fulfill the "letter" of the assignment; no more, no less.	Overall lacking any risk. Little or no exploration of multiple solutions. Little effort to go beyond the "letter" of the assignment. Chosen solution is ordinary or cliché	No risk taking. No desire to explore more than one solution; and/or does not fulfill the letter of the assignment. Chosen solution is ordinary, repetitive, or cliché	Little to no regard given to effort or risk, or idea generation. or project not turned in.
Personal Growth	Superior effort & desire to develop and improve one's artistic voice & skills. Stepped out of comfort zone. Thoughtfully considered feedback, critically applying that which worked with the artist's intent.	Good effort & desire to develop one's artistic voice & skills; and/or Stepped out of comfort zone. Seriously considered feedback, applying that which worked with the artist's intent.	Clear effort develop one's artistic voice or skills; or Attempted to stepped out of comfort zone. Considered feedback, applying that which worked with the artist's intent.	Adequate effort improve one's artistic voice or skills; or tried to stepped out of comfort zone. Considered feedback, applying that which worked with the artist's intent.	Some effort to improve one's artistic voice or skill; or some effort to step out of comfort zone; and listened to feedback, applying it as stated or discarding with little consideration.	Little effort to improve one's artistic voice or skills; and/or stayed in comfort zone; and/or listened to some feedback, applying is as stated or discarding with little consideration.	Little or no effort to improve one's artistic voice or skills; or stayed in comfort zone; or listened to very little feedback, applying is as stated or discarding with little consideration.	No growth or regression; or project not turned in.
Class Participation	Completed all in class activities w/ attention to detail & excellence; and participated in class discussions; and Provided critical feedback to fellow students.	Completed all in class activities w/attention to details; and participated in class discussions; and Provided critical feedback to fellow students.	Completed most in class activities w/attention to details; and participated in class discussions; and Provided critical feedback to fellow students.	Completed most in class activities w/ some attention to details; and participated in some class discussions.	Completed some in class activities and participated in some class discussions.	Completed a few in class activities and/or participated in some class discussions.	Completed a couple in class activities; and/or participated in a class discussion.	Completed one or did not complete any in class activities. Did not participate in any class discussions
Critique Participation	Actively and thoughtfully engaged in critiques & discussions, adding depth to the critique.	Actively and/or thoughtfully engaged in critiques & discussions, adding depth to the critique.	Actively or thoughtfully engaged in critiques & discussions.	Actively or thoughtfully engaged in some of the critiques & discussions.	Engaged in some of the critiques & discussions.	Engaged in few or none of the critiques & discussions.	Did not participate in critique or was absent from critique.	Did not participate in critique or was absent from critique.

Grade: _____/70

Feedback: