

Syllabus Section 3 TTh 11-2

Course Syllabus

Art 161/Basic Design/Section 03

Basic Design I

3hrs credit

Fall Semester 2007

Room 119 Building D Art Complex

11:00AM _ 1:50PM Tuesday and Thursday

Mr. Patric Kevin Lawler

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Office Hours: By appointment

Course Description:

"Basic design is the study of two-dimensional design elements or principles and the introduction to artist methods of creating art. These principles include, but are not limited to: line, pattern, texture, value, similarity, repetition, form, shape, and space. Consider them to be the rules of organizing objects and space. We also must look at content as it relates to the message/meaning of the artwork. Content is the subject matter of the artwork.

"Prerequisite: None.

"Nine elements will be lectured upon and examples shown. Subject matter or content will be addressed at the time the work is being produced. This will be dependent on the student's intention and will be unique to the individual artwork. The work of former students done in previous semesters will be shown as well. Each student works at their own pace, so the instruction is one on one, usually critique. An artist works and makes decisions based on visual assessment of work in progress. This "design process" must be learned and the student is exposed to it each solution, as the professor critiques the work and asks questions of the student about the work. This question and answer time requires the student to participate actively. The intention is for the student to adopt the procedure for themselves, improving their own process of evaluating their own work. When the student adopts this process the questions begin to move the student into deeper areas of expression. A steady pace enhances learning/understanding/and utilizing this process. This steady pace rewards the student with better solutions, and is rewarded with a better grade. Think the tortoise not the hare. All solutions will require the student to continue to work outside of class.

Goals:

1. In lecture, have the 9 elements of design defined for you. Others will be introduced and shared in the common Wiki.
2. To produce a body of work in your chosen materials which show understanding in two areas. The first area involves the principles of design and the second area involves content.
3. Develop craftsmanship through repeated efforts at demonstrating this understanding in #2.
4. Develop creativity by rejecting the obvious solutions and seeking the unique.
5. Actively engage in the Q&A part of the process.

Required text:

The Critique Handbook, by Buster & Crawford, ISBN 0-13-150544-0

(It is the students responsibility to obtain course materials at the beginning of the semester in order to avoid complaints that they were unable to find the books/materials.)

Supplies:

"Canson Drawing pad, 18x24 Classic Cream, acid free, 80 lb., 24 sheets. - no substitutes

"Pencils one -2H

"Woodless pencils one each 4B, 6B _ no substitutes

"Brushes 3, one small, one medium, one large (recommended - #2, #6, #10, all Round)

"Acrylic paint 2oz jars (one-white, one-black)

"Compressed Charcoal 2 pieces, both round (one-4B, one-6B; two-4B is acceptable) _ no substitutes

"Erasers 3, one each- (kneaded, gum and white)

"Chamois

"Hand held pencil sharpener

"Roll artists tape, low adhesive

"Inking handle

"Inking Nib, preferably a bowl tip for drawing

"Bottle of india ink, approx.1oz.

"Marker one _ 0.3 or 0.5 Staedtler Pigment Liner _ no substitutes

"Cold Press Board 16x20

"Hot Press Board 16x20

"BFK sheet 22x29 _ no substitutes

"Other materials as student solution dictates

(You may put these supplies in any locker in the halls of the building. There are a limited number of lockers in the classroom as well but are for instructor use. If a locker is empty and has no padlock on it, it is available for your use. You will be discouraged from being a constant borrower, trying to get through 4 years of college art using a single 2B test taking pencil and a beginners sketch book is unacceptable. A brown paper portfolio can be purchased to help carry your supplies around.)

Attendance:

Attendance is required. One unexcused absence is allowed for the semester. You must e-mail me the reason for all absences in order for any to be considered as excused. The e-mail itself doesn't make it an excused absence, the reason for the absence will, however. Personal/private information does not need to be included in that e-mail. If there is no e-mail, prior to your next class attendance, the absence is always unexcused. Medical, religious, legal and university obligations can always be excused when they are first person _ concerning you. Additionally, for each subsequent absence, your grade will be lowered one full grade for each such absence.

Assignments:

There are 5 solutions, call them assignments, to be completed by the final due date for the semester. The goal is to produce artwork not project or craft work. Some solutions will require significant reworking or change, this is to be expected. Also, expect to work outside of class approximately 12 hours each week.

Grading plan:

Creating artwork is unique and as such the evaluation process needs to reflect that. A premium is given to a quantity of work done at a high level of craftsmanship while exercising creativity in the execution of the work or in the idea behind the work, it's personal expression. The newness of the "design process" and the demands on the student artist to utilize it, require a flexible work-at-your-own-pace schedule in the beginning. This process develops through steady pacing, not brief periods of intense activity.

Course grades. You have 5 solutions to produce this semester. I've scheduled a due date at the end of every 3 weeks. The first is September 11, 2007 and the second is October 02, 2007. The third due date is October 23, 2007. Notice each is a Tuesday, this will allow a project to be completed over a weekend, but will require it be turned in at the beginning of class on that

Tuesday. A fourth due date of November 13, 2007 and the final due date of December 04, 2007. If you are missing a solution your course grade will be an F. This is true even if the other 4 are A work. The supply list has several items for which there is no substitute, if you do so the course grade can be limited to a high of C. Unstable, unreliable, untested and inferior materials can't be expected to produce quality artwork. These materials have been required because they have been found to be reliable and do produce a quality solution.

The above assumes, when you are here in class, that you are prepared, coming in on time and with the appropriate materials ready to work and that you stay and work the whole period. It also assumes that you participate willingly in the question and answer part of the individual professor and student interaction. If any of these are problems, which when I point them out to you, they go uncorrected your course grade will be effected, anywhere from being lowered a full grade to becoming an F. (See Grade sheet and Typical Class and Typical solution at the end of this section.)

Individual solution grades. You can tell a first draft in writing from a polished finished work, well done art work and poorly done or hurried art work can be distinguished, as each has a character easily read. My intention is to give you a standard of quality and quantity to help pursue a grade you may desire to earn in the session.

Evaluation: Grading the quality is determined by the following factors.

How does it look?

Is it creative?

Is it complete?

Is it on time?

Was it done in class?

Does the solution demonstrate the basic element of design?

First: The visual quality of work can be evaluated. The work grades itself. However, certain conditions modify the grade. Using a material to leave a mark is mark making and evaluating the result of those marks is how "the work grades itself". The confidence and consistency with which you do so, make marks, contributes to the quality of the solution. Any lack of confidence or consistency in work produces a lower quality work and is easily recognized. Another easily seen element for grading is the works "condition". Clean work is important, any smudge detracts, overall smudged work is below average (a grade of D). A final condition which modifies grades is how well instructions are followed. For example, accuracy in measurement is important, inaccuracy can be minor or major and can affect a grade. Following instructions also includes using the required materials. Every solution requires your name on the back of the piece with an arrow pointing up to help me know the top of the piece for display purposes. Missing these will result in a minor grade reduction, the first time it happens. Continual disregard of this will result in more impact on the grade upto a full grade reduction. Each preliminary piece accompanying a finished solution needs your name on it, this may appear on the front of the piece. Always turn in all preliminary work.

Second: Creativity isn't just being different, all "wrong" answers are that - different. But creativity requires being unique within defined parameters or limits. Intention and purpose influence creativity in basic design. Each solution has a clear intention and you will be given clear limits within which there is plenty of room for creativity. Knowing that there is a challenge to solve the problem, these limits or parameters fit the specific problem. Being more creative can provide for a higher grade than the actual crafting of the work would appear to allow. That is why creativity is considered after the quality of work when I evaluate the final pieces.

Third: Include everything you've done when turning in a solution. Preliminary work prepares the student artist for finished work and must be turned in. Much development of a solution requires a decision of what to add or what to leave out. This most often requires a visual comparison of many in order to select the best one. These are variety (obvious differences) and variation (subtle differences) preliminaries and must be produced to allow for real judgement-making a visual decision.

Fourth: Due dates and times are also important. Late work is any work which comes in after the due date. If you find you have a medical, legal, academic obligation which conflicts with any due date let me know and we will find a way for you to turn it in early. For these 5 pieces anything after 11:15 am will be considered late. A reduction of the project grade will be a result of it being late.

Fifth: Don't surprise me with a work on the due date for which I've not seen any effort in class. If a solution isn't worked on in class it will be graded as F. This does not mean the work can't be worked on outside of class. It is expected to have solutions worked on outside of class. The most important reason for this is to allow me to have interaction with you in developing the artwork. My input is given to demonstrate the artists method, when you observe that in me enough to mimic it you are developing as an artist. An equally important reason, is to prevent having to correct an obvious problem with a solution which requires the artwork to be done over.

Sixth: After being given explanations on the basic principles, you should be aware that all work has most if not all of these principles in its structure. Content or message may or may not be as obvious. When a solution is turned in, writing on the back the content or prevalent principle will demonstrate for the student a potential intention. When intention begins the process the student has grown as an artist.

Grade sheet. I will grade each of the solutions separately when they are turned in at the first due date. These grades will be written on a grade sheet by the copy machine. I will include comments on why the grade is as it is. However, remember these comments will reflect what I've discussed with you during the class sessions one on one. You will have satisfied 1 of the 5 total solutions you need for the semester. This input will allow you to relate the in class comments to the grade given. At the time of the second due date, the grade sheet will be similar and reinforce the previous comments to grade process. After the 3rd project, the grade sheet will then include what grades you need on the final 2 solutions in order to receive A, B, C or D grades for the semester. Remember, anything less than 5 complete solutions by semesters end receives a course grade of F. This grade sheet will include comments about your preparation or whether you consistently arrive late or leave early. If those are problems the appropriate remedy will be written for you to follow, something like_ "be prepared, don't miss any more class, don't come in late or leave early or your grade will be lowered or be an F."

Typical class and Typical solution. If this is your first art class experience the following is included to let you know things are normal with a lot of activity going on in the classroom. Class begins at 11:00 am, as students come in and get their materials from the lockers, there will be a few people with questions, most ask these questions at the front of the classroom one on one. After about 10 -15 minutes I will take attendance and will send a roster around upon which you will sign-in. I will have mini questions on these seeking responses from you. The questions range from factual "Did you purchase the textbook?" type questions to idea generation questions like "What is your favorite flavor?" Each student should by this time be at their tables beginning to work. I will start at one of the 4 corners of the room and observe everyone working, stopping and talking to each about their work. This talk evolves into a question and answer critiquing,

beginning with questions like "What principle is this?" and "How do you plan to finish it as artwork?". You must be aware that I am not prying nor am I ignorant of everything. I am simply getting you to state some conditions for your benefit which establish the foundation of the work you are doing. You need to know for example why you've chosen a material or subject matter. It is best when this isn't a passive decision - "I like it" for example. When I ask questions I'm trying to perform as if I were the artist producing the work and the questions are appropriate to me the artist. An answer like "I'm not finished" only states the obvious. Any observation on my part detailing areas that need work, isn't intended to get that response as it is intended to make you aware that your process is limiting or wanting and needs correcting. In other words I'm telling you its obvious you aren't finished but an area of the solution which should already have been done hasn't been begun - fix it. I will make my way around the class room and then start the same circuit. This takes some time so you may have to be patient waiting for me to get to your table. (Often, I'll ask where do you want me to begin? letting the students with the most pressing needs get first attention.) I try to vary the corner I start in each day. By the time I've returned to observe your work a second time there will have been more work done to allow for more detailed responses to the questions "How do these materials work to produce the quality of artwork you are wanting?" or "How does this solution demonstrate the given principle?" "Is there a better way or better material?" I don't ask these questions to demonstrate that what you are doing is "wrong", but I do it to ensure you've considered the questions and their impact on the decisions you've made in producing the work to that point. This walking around and observing and asking questions proceeds through out the class time. I should be able to make 4 or 5 circuits around the classroom before class ends. Each student will be using different materials and working at a different pace. Some will quit earlier and some even leave to get materials during class. This is expected. A student who needs more time for clean up may stop working before another. They may even need a block of time to finish an area which makes them quit even earlier, but the work materials dictate that. Stopping work or leaving before 1:30 pm is almost always unacceptable. You may leave the classroom any time to use the restroom, but if I'm lecturing don't go get a candy bar. Don't carry on a phone conversation in class ever. When we are working, at anytime you may go get a snack. This is acceptable. We work at our own pace so a class break isn't needed, take a break as you need one. At no time, should this class time be used as a conversation period, where you visit with one and other. However, talking as you work is fine. These activities can seem unusual for the student who's not been in an art course before.

A typical solution begins with an idea, maybe even another artwork. By starting to solve this, utilizing the principle of basic design you've selected, you provide yourself with something to observe/analyze/assess and from this you ask yourself is this working, is it saying what I want it to, is it saying what I'm saying it is saying? As you proceed with the work, you'll constantly do this until the work is manifest or finished, with each question addressed to your satisfaction. This takes time and most of the time includes many changes as the solution must "work". It is simply too late to wait until the work is finished to ask the first question about the solution. Many times what is required then is to start over. Who wants to do that? Work that's not done in class is usually subject to this. Many times a student feels they can't think of an idea. This is fine. I'll talk to you to see what previous work you've done that has pleased you. It can be a drawing you did in 7th grade, this is a starting point. I'll talk to you about your interests, there may be something in that which produces an idea. I may say, "Just do something, anything. Use pencil, charcoal, paint, whatever." This will produce something we can look at which will generate ideas. I have come to trust that something of good quality can/will come of this. The only limitation is the integrity of the development. This is acceptable as a way to begin. Proceeding and finishing follows the same process as other ideas.

We will do several exercises during the semester as an introduction to a material- graphite, charcoal, paint, ink or a principle _ pattern, value, whatever. They will be done on the drawing

pad almost exclusively. These exercises are not intended to be used as solutions for grading. They may provide you with an idea, which you may redo in order to produce a solution for grading.

Academic Honesty. The University expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating, plagiarism, collusion and the abuse of resource materials.

For the purposes of this course it means simply that each student is held accountable for producing their own solutions. Any work which is done by someone else or is a copy of another student's work will be considered to be a form of academic dishonesty. Turning in work done for another class is dishonest. Turning in work created before the current semester is dishonest. The faculty member may impose failure or reduction of a grade in a test or the course, and/or performing additional academic work not required of other students in the course. If the faculty member believes that additional disciplinary action is necessary, as in the case of flagrant or repeated violations, the case may be referred to the Dean of Student Life or his designated appointee for further action.

Visitors In The Classroom. In the event an unannounced visitor attends a class, the instructor should request identification in the form of a current and official Sam Houston State University identification card. If the visitor is not a registered Sam Houston State University student, the instructor should act at his/her own discretion or refer the visitor to the department chair. This policy is not intended to discourage the occasional visiting of classes by responsible persons. Obviously, however, the visiting of a particular class should be occasional and not regular, and it should in no way constitute interference with registered members of the class or the instruction thereof.

Classroom Rules Of Conduct. Students will refrain from behavior in the classroom that intentionally or unintentionally disrupts the learning process and, thus, impedes the mission of the university. The following are listed as violations of these rules of conduct in Section 5 of the Student handbook. Unless faculty permission is obtained first, these are considered violations in this course. Cellular telephones and pagers must be turned off before class begins. (In this course you may leave your phone on vibration to alert you to a potential emergency. You may not however, hold a phone conversation within the classroom during class time. Go out into the hall and conduct that business.) Students are prohibited from eating in class, using tobacco products, making offensive remarks, reading newspapers, sleeping, talking at inappropriate times, wearing inappropriate clothing, or engaging in any form of distraction. Inappropriate behavior in the classroom shall result in a directive to leave class. Students who are especially disruptive also may be reported to the Dean of Students for disciplinary action in accordance with university policy.

Student Absences on Religious Holy Days.Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious

holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

Disabled Student Policy. It is the policy of Sam Houston State University that no otherwise qualified disabled individual shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic program or Student Life program or activity. Disabled students may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

During the later part of the semester, you will be asked to do an evaluation on this course.

Holidays this semester

Labor Day Monday September 03, 2007

Thanksgiving Break November 21 to 23, 2007

Last Class day December 06, 2007.

Final time: you will pick up work and receive your grade. Tentative December 06, 2007 during classtime. Subject to change.