Course Syllabus

Foundation Design II (3-Dimensional Design)
ARTS 1312

Semester with Course Reference Number (CRN)

Instructor contact information (phone number and email address)

Office Location and Hours

Course Location/Time

Course Semester Credit Hours (SCH) (lecture, lab) If applicable
Credit Hours: 3
Lecture Hours: 2
Laboratory Hours: 4
External Hours:

Total Course Contact Hours 96.00

Course Length (number of weeks)

Type of Instruction Lecture/Lab

Course Description: A foundation studio course exploring 3-dimensional design with emphasis on the fundamental terminology, concepts, theory, and application of three-dimensional design. Course work will facilitate a dialogue in which students will engage in critical analysis and begin to develop their understanding of 3-d design as a discipline.

Course Prerequisite(s) None

Course Student Learning Outcomes (SLO)

Upon successful completion of this course, students will:
1. Identify and apply the elements of art and principles of three-dimensional design.
2. Employ discipline specific vocabulary in the evaluation of three-dimensional design problems.
3. Demonstrate creative skill in aesthetic problem solving within assigned parameters.
4. Demonstrate an appropriate level of professional practice, including safety, craft
5. Analyze and critique 3-d forms verbally and/or in writing.
6. Relate 3-d design to art history and contemporary artistic production.
7. Demonstrate effective communication, critical thinking, and teamwork skills.
8. Demonstrate an understanding of the relationship of the Visual Arts and Social Responsibility.
9. Solve visual problems and create dynamic 3-d compositions.

Program Learning Outcomes

1. Create original works of art using the studio skills taught.
2. Identify the formal elements and principles of design
3. Apply critical thinking when comparing works of art
4. Create an exhibition quality, display-ready work of art.

Creative Arts

The Texas Core Curriculum is comprised of General education courses in the categories of humanities/fine arts; social/behavioral sciences; and natural science/mathematics. The core objectives in the Creative Arts Category are:

**Critical Thinking skills** - to include creative thinking, innovation, inquiry and analysis, synthesis of information

**Communication skills** - to include effective development, interpretation and expression of ideas through written, oral and visual communication

**Teamwork** - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

**Social Responsibility** - to include intercultural competency, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Students enrolled in this Core Curriculum class will complete assignments designed to cultivate the core objectives. Examples of assignments and assessment methods are presented here.

**Critical Thinking Skills**

**Brief Description of Assignment and/or activity to fulfill Course Objectives**

Student groups will explore and analyze a given topic that deals with an aspect of the relationship of art and social responsibility and create a visual art project and/or submit an essay based on their analysis of the given topic. Given topics may include, but are not limited to: public art or architecture; environmental art or architecture; recycled art; political art or architecture; the relationship of visual literacy to citizenship, social justice, or ecology; or exploring the historical, social, technological, religious, civic, or political impact of various art media (drawing, painting, sculpture, ceramics, photography, architecture, digital media, etc.) on various civilizations and societies.

**Direct Assessment Method As applied to above Assignment/Activity**

See attached Rubric

**Brief Outline of Assessment Method(s)**

The rubric for this portion of the project and/or essay is designed to measure critical thinking skills including quality of ideas, ability to analyze the given topic, and synthesis of information. 30 samples of assessed rubrics will be collected over
course sections and analyzed for improvements.

**Benchmark/Target:** 70% of all art projects and/or essays submitted will score 70% or higher.

**Communication Skills**

**Brief Description of Assignment and/or activity to fulfill Course Objectives:** Student groups will create a visual art project and/or submit an essay that effectively communicates a given topic that deals with an aspect of the relationship of art and social responsibility. Given topics may include, but are not limited to: public art or architecture; environmental art or architecture; recycled art; political art or architecture; the relationship of visual literacy to citizenship, social justice, or ecology; or exploring the historical, social, technological, religious, civic, or political impact of various art media (drawing, painting, sculpture, ceramics, photography, architecture, digital media, etc.) on various civilizations and societies.

**Direct Assessment Method**

As applied to above Assignment/Activity: See attached Rubric

**Brief Outline of Assessment Method(s):** The rubric for this portion of the project and/or essay is designed to measure effective written and/or visual communication skills including the use of appropriate sources, documentation, and visual design elements. 30 samples of assessed rubrics will be collected over course sections and analyzed for improvements.

**Benchmark/Target:** 70% of all art projects and/or essays submitted will score 70% or higher.

**Social Responsibility**

**Brief Description of Assignment and/or activity to fulfill Course Objectives:** Student groups will create a visual art project and/or submit an essay on a given topic that deals with an aspect of the relationship of art and social responsibility. Given topics may include, but are not limited to: public art or architecture; environmental art or architecture; recycled art; political art or architecture; the relationship of visual literacy to citizenship, social justice, or ecology; or exploring the historical, social, technological, religious, civic, or political impact of various art media (drawing, painting, sculpture, ceramics, photography, digital media, architecture, etc.) on various civilizations and societies. This activity is designed to promote intercultural competence, knowledge of civic responsibility, and/or the ability to engage effectively in regional, national, and global communities through the awareness and appreciation of the visual arts.

**Direct Assessment Method**

As applied to above Assignment/Activity: See attached Rubric

**Brief Outline of Assessment Method(s):** The rubric for this portion of the project and/or essay is designed to measure social responsibility awareness and application of principles covered in the assignment. 30 samples of assessed rubrics will be collected over course sections and analyzed for improvements.

**Benchmark/Target:** 70% of all art projects and/or essays submitted will score 70% or higher.
<table>
<thead>
<tr>
<th>Teamwork</th>
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<tbody>
<tr>
<td><strong>Brief Description of Assignment and/or activity to fulfill Course Objectives</strong></td>
</tr>
<tr>
<td>Student groups will complete a visual art project and/or submit an essay based on a given topic that deals with an aspect of the relationship of art and social responsibility. Each team member is responsible for researching and gathering material, analyzing material, and creatively contributing to the creation of the visual project and/or written essay. This activity encourages the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.</td>
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<table>
<thead>
<tr>
<th>Direct Assessment Method</th>
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</thead>
<tbody>
<tr>
<td>As applied to above Assignment/Activity</td>
</tr>
<tr>
<td>Juried Assessment, Rubric</td>
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<table>
<thead>
<tr>
<th>Brief Outline of Assessment Method(s)</th>
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<tbody>
<tr>
<td>Team members will rate their own performance and the performance of other team members as far as the process involved in the team activity and their contribution to the group project and/or essay. The juried assessment rubric for this portion of the project is designed to measure teamwork skills including contribution, cooperation, and self-management. 30 samples of juried assessments of student ratings will be collected over course sections and analyzed for improvements.</td>
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<th>Benchmark/Target:</th>
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<tr>
<td>70% of all students rated will score 3 or higher (on a 1 through 5 point scale with 5 being the highest score).</td>
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**HCC Art Program Information:**

**ARTS 1312 Student Assignments**

Assignments/Activities may include: individual creative projects, written critical responses, group projects, critiques, exams or quizzes, hands-on studio workdays/times, occasional gallery visits, various assigned readings from textbooks, peer-reviewed articles, books, original source seminal texts; mandatory discussions based on various topics related to the major areas of study in Art and Design; writing papers including critiques, essays, analyses, reviews, research, comparing and contrasting artistic or design theories and perspectives; service learning projects; presentations; group and/or individual projects; portfolios. This course requires a minimum of 1000 words in a combination of writing assignments and/or projects.

**Art Program Requirements:**

By the end of the semester the student who passes with a final grade of "C" or above will have demonstrated the ability to:

- Complete and comprehend the objectives of all graded assignments
- Arrive at class promptly and with the required supplies for that day’s session
- Participate in the shared responsibilities for studio clean-up when applicable
- Practice safe studio habits when applicable
- Be prepared for and participate in class critiques
- Complete assigned projects through creative problem solving including innovation, inquiry, analysis and synthesis of information
- Express knowledge of the historical role and cultural impact of artists in society with a focus on the drawing medium
- Effectively work on a team/collaborative project
- Exhibit knowledge of intercultural competence through engaging effectively with issues of social responsibility.
- Communicate orally in clear, coherent, and persuasive language
- Communicate effectively by completing a minimum of 1000 words in writing assignments and/or projects.
- Prepare works for exhibition
- Complete a non-representational 3-D artwork exploring line in space
• Complete a non-representational 3-D artwork, exploring plane in space
• Complete a non-representational 3-D artwork, exploring mass/volume in space
• Complete a non-representational 3-D artwork, incorporating linear, planar, and mass elements
• Complete a non-representational 3-D artwork, exploring texture in space
• Complete a non-representational 3-D artwork, exploring color in space

**HCC Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points per Semester Hour</th>
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<tbody>
<tr>
<td>A = 100-90</td>
<td>4 points per semester hour</td>
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<tr>
<td>B = 89-80:</td>
<td>3 points per semester hour</td>
</tr>
<tr>
<td>C = 79-70:</td>
<td>2 points per semester hour</td>
</tr>
<tr>
<td>D = 69-60:</td>
<td>1 point per semester hour</td>
</tr>
<tr>
<td>59 and below = F</td>
<td>0 points per semester hour</td>
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<tr>
<td>FX (Failure due to non-attendance)</td>
<td>0 points per semester hour</td>
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<tr>
<td>IP (In Progress)</td>
<td>0 points per semester hour</td>
</tr>
<tr>
<td>W (Withdrawn)</td>
<td>0 points per semester hour</td>
</tr>
<tr>
<td>I (Incomplete)</td>
<td>0 points per semester hour</td>
</tr>
<tr>
<td>AUD (Audit)</td>
<td>0 points per semester hour</td>
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IP (In Progress) is given only in certain developmental courses. The student must re-enroll to receive credit. COM (Completed) is given in non-credit and continuing education courses.

**FINAL GRADE OF FX:** Students who stop attending class and do not withdraw themselves prior to the withdrawal deadline may either be dropped by their professor for excessive absences or be assigned the final grade of "FX" at the end of the semester. Students who stop attending classes will receive a grade of "FX", compared to an earned grade of "F" which is due to poor performance. Logging into a DE course without active participation is seen as non-attending. Please note that HCC will not disperse financial aid funding for students who have never attended class.

Students who receive financial aid but fail to attend class will be reported to the Department of Education and may have to pay back their aid. A grade of "FX" is treated exactly the same as a grade of "F" in terms of GPA, probation, suspension, and satisfactory academic progress.

To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades "IP," "COM" and "I" do not affect GPA.

*Health Sciences Programs Grading Scales may differ from the approved HCC Grading Scale. For Health Sciences Programs Grading Scales, see the "Program Discipline Requirements" section of the Program's syllabi.*

**Instructor Grading Criteria**

**Instructional Materials**

Required text: None.

Optional: Goldstein, 'Art of Responsive Drawing.'

Optional: Edwards, 'Drawing on the Right Side of the Brain'.

Specific studio course material list is supplied by each instructor on the first day of class.
HCC Policy Statements:

Access Student Services Policies on their Web site:
http://hccs.edu/student-rights

EGLS3 -- Evaluation for Greater Learning Student Survey System
At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time near the end of the term, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and department chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term.

Distance Education and/or Continuing Education Policies

Access DE Policies on their Web site:
http://de.hccs.edu/Distance_Ed/DE_Home/faculty_resources/PDFs/DE_Syllabus.pdf

Access CE Policies on their Web site:
http://hccs.edu/CE-student-guidelines