



Purpose: It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

Course Title - Design 1 (2 Dimensional)

Course Prefix and Number - ARTS 1311

Department - Visual and Performing Arts

Division - CFA

Course Type: (check one)

- Academic General Education Course (from ACGM – but not in WCJC Core)
- Academic WCJC Core Course
- WECM course (This course is a Special Topics or Unique Needs Course: Y or N)

Semester Credit Hours # : Lecture Hours # : Lab/Other Hours # 3:2:4

Equated Pay hours for course - 4

Course Catalog Description - Elements and principles of art using two-dimensional concepts. Theory and practice of two-dimensional design along with color theory to enhance aesthetic judgment and use these principles and elements to solve visual problems. (For art majors and non-art majors).

Prerequisites/Co-requisites - TSI reading requirement met

List Lab/ Other Hours
Lab Hours 4
Clinical Hours
Practicum Hours
Other (list)

Prepared by Dianne Curtis

Date 8-31-13

Reviewed by Department Head Dianne Curtis

Date 8-31-13

Accuracy Verified by Division Chair GG Hunt

Date 8-31-13

Approved by Dean or Vice President of Instruction GG Hunt

Date 8-31-13



I. Topical Outline – Elements of art including line, shape (organic and geometric), value, texture, and color. Principles of organization including balances, movement, harmony, variety, dominance, economy, and space will be executed in the form of a new project covering the different areas of design.

II. Course Learning Outcomes

Learning Outcomes	Methods of Assessment
<p>Upon successful completion of this course, students will:</p> <ol style="list-style-type: none"> 1. Apply the Visual Elements and Principles of Design to every work of art in this class and in future art classes. 2. Demonstrate knowledge of art as a language through mass communications such as graphic design, graphic novels and photo essays. 3. Demonstrate creative skills in aesthetic problem solving within assigned parameters. 4. Resolve visual problems through preliminary sketches, planning and execution of technical skill. 5. Demonstrate the use of ethics and integrity when designing a new project. 6. Employ discipline specific vocabulary in the evaluation of design problems. 	<ol style="list-style-type: none"> 1. Quizzes, Projects (Rubric), Class work, Critiques 2. Projects,(Rubric) Class work, Presentations, Exams, Group Work (Rubric) 3. Projects(Rubric), Assignments (Rubric), Class work, Critique 4. Projects(Rubric), Presentations(Rubric), Class Discussions 5. Quizzes, Class Discussions 6. Critiques

III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.

Foundations of Design, Jeff Davis, Wadsworth/Cengage Learning, current edition

IV. Suggested Course Maximum - 20

V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.

Studio space, supplies and storage space

VI. Course Requirements/Grading System – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course

Instructor's Grading System –	Grade Weights –
90-100 A	Quizzes 15 points
80-89 B	Participation 10 points
70-79 C	Projects 55 points
60-69 D	Final Project <u>20 points</u>
Below 59 F	100 total

VII. Curriculum Checklist

- **Academic General Education Course** (from ACGM – but not in WCJC Core)
No additional documentation needed

- **Academic WCJC Core Course**
Attach the Core Curriculum Review Forms

- Critical Thinking
- Communication
- Empirical & Quantitative Skills
- Teamwork
- Social Responsibility
- Personal Responsibility

- **WECM Courses**
If needed, revise the Program SCANS Matrix & Competencies Checklist.



Core Curriculum Review Form

Foundational Component Area:

Creative Arts

Course Prefix & Suffix: _____

Core Objective: **Critical Thinking Skills**—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Student Learning Outcome supporting core objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			

Department Head: _____

Date: _____



Core Curriculum Review Form

Foundational Component Area:

Creative Arts

Course Prefix & Suffix: _____

Core Objective: **Communication Skills**—to include effective development, interpretation and expression of ideas through written, oral and visual communication

Student Learning Outcome supporting core objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			

Department Head: _____

Date: _____



Core Curriculum Review Form

Foundational Component Area:

Creative Arts

Course Prefix & Suffix: _____

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

Student Learning Outcome supporting core objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			

Department Head: _____

Date: _____



Core Curriculum Review Form

Foundational Component Area:

Creative Arts

Course Prefix & Suffix: _____

Core Objective: **Social Responsibility**—to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Student Learning Outcome supporting core objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			

Department Head: _____

Date: _____