

**San Jose State University, Fall 2020**  
**ART 12-03 (49886); August 19, 2020-December 7, 2020**  
**2-Dimensional Design and Color Concepts**  
**MoWe 12:00 PM-2:50PM Online**  
Emanuela Harris-Sintamarian (call me "Ema")

**1. CONTACT:**

**I. How to Contact Me**

**Email:** Canvas and/ or personal email: [emanuela.sintamarian@sjsu.edu](mailto:emanuela.sintamarian@sjsu.edu)

**NOTE:** Please: 1. Write on the subject of your email: " **SJSU-2D**"  
2. Allow 24 hour for a replay

**Office hours** **MW 3.00-5.00 are by appointment only**

**Zoom Meetings** Please, email me at least 48 hours before scheduling a meeting.

**II. How I Will Contact You**

I will be an active participant in this course. You can expect that I will contact you a few times each week, via the following methods:

- **Announcements:** I will most likely send weekly announcements.
- **Canvas Inbox messages**

**NOTE:** Please, check regularly your Canvas (you might want to do the appropriate setting to get immediately notifications <https://community.canvaslms.com/docs/DOC-10624> (Links to an external site.))

**2. COURSE DESCRIPTION**

The primary objective of this course is to thoroughly familiarize the student with the visual elements that are the foundation of the drawing forms and to give experience in the manipulation of those elements for the purpose of making successful and coherent visual statements. Additionally, students will develop a vocabulary of art terminology to serve as the basis for the manner in which they think, talk, and perhaps write about their own creative work and of the others. The course will also aim to challenge the manner in which the student may be accustomed to solving visual problems and viewing the world of visual information. Finally, the course will emphasize the handling of various materials and media. It will be just as concerned with the "how" of making things as it is with the "what" and the "why". At its conclusion, the student will have a greater understanding of and empathy for the concept of "quality craftsmanship".

**3. COURSE FORMAT and FEATURES**

Although this course is online, we will meet constantly. All our 1. Lectures, 2. Demos, 3. "Work in class-time", 4. Discussions /Critiques, 5. Quizzes will be held via Zoom.

You will receive a Zoom invitation/ meeting

On Mondays (usually), we will have lectures/demos for a new assignment

On Wednesdays-this is the time to "work in-class": I will leave my Zoom on so you could connect if you need help/ run into problems.

Discussions/Critiques will be both on-line as well as via Zoom.

**4. STUDENT LEARNING OUTCOME**

1. To discover and demonstrate proficiency in studio foundation skills as they relate to the elements of art and principles of design
2. To encourage the student to adopt a creative approach to problem solving and to become self-critical in the making / editing of the work

3. To develop a vocabulary of terms specific to the visual arts and particularly two-dimensional art.
4. To demonstrate understanding of contemporary art issues through exploration of synthesis of content, problem solving and creativity.

**5. TOPICS TO BE COVERED / SCHEDULE**

**Different techniques and media (wet and dry)**

- Various formalist topics such as
  - I. The three basic concepts of:1) Subject; 2) Form; 3) Content
  - II. The Elements of Art:(1) Line; 2) Shape and Form; 3) Space; 4) Value; 5) Texture; 6) Pattern; 7) Color)
  - III. The Principles of Design: (1) Balance (Symmetry vs. Asymmetry)/ Location; 2) Proportion /Scale; 3) Economy; 4) Movement/Direction; 5) Variety; 6) Harmony Repetition/Rhythm)

**SCHEDULE—This is subject to changes (based on class pace, individual needs, etc)**

<b>MODULE</b>	<b>TOPICS</b>	<b>DATE</b>	<b>WHAT YOU HAVE TO DO</b>
<b><u>MODULE 0:</u></b> <b><u>Orientation:</u></b> <b><u>Start Here!</u></b>	<p><b>I. INTRODUCTION</b></p> <p>1.About our Class; 2. Getting to Know Canvas, 3. Verify Student Contact Information; 4. About your instructor; 5. List of Materials and Suggested Books; 6. Participation &amp; Attendance; 7. Discussion Guidelines; 8. Zoom Classroom Etiquette 9. Recording Zoom Classes; 10. Grading &amp; Late work; 11. Final Grading &amp; Feedback; 12. Academic Integrity; How to take Photos of Your Artwork with your phone;</p> <p><b>II. RESOURCES</b></p> <p>1. Student Support Resources; 2. Tech Support; Mobile App for Canvas; 3. Student Readiness Tutorial</p>	08/19	<p>-M0: Discussion: About Student</p> <p>-M0: Knowledge Assessment: About Module 0</p>
<b><u>MODULE 1:</u></b>	<p><b>1.0 CONVENTIONAL/ UNCONVENTIONAL MATERIALS and TECHNIQUES</b></p> <p>M1.0 Overview: Unconventional Materials</p> <p>M1:0 Lecture: Unconventional Materials</p>	08/19- 08/24	<p>-M1.0 Assignment: Unconventional Materials</p> <p>-M1.0 Discussion: Unconventional Materials</p>

	<p><b><u>1.1 MAKING AND WORKING WITH UNCONVENTIONAL MATERIALS</u></b></p> <p><b>M1.1 Overview:</b> Making and working with Unconventional Materials  <b>M1.1 Lecture:</b> Making and working with Unconventional Materials/ Collage  <b>M1.1 Demo:</b> Making and working with Unconventional Materials</p>	08/24-08/26	<p>-M1.1 Assignment: Making and working with Unconventional Materials</p> <p>-M1.1 Discussion: Making and working with Unconventional Materials</p> <p>-M1 Knowledge Assessment: Conventional/Unconventional Material and Techniques</p>
	<p><b>1.2 PRINCIPLES OF DESIGN</b></p> <p>M1.2 Overview: Principle of Design  M1.2 Lecture: Principle of Design</p>	08/26	-M1.2: Knowledge Assessment: Principle of Design
<p><b><u>MODULE 2: LINE</u></b></p> <p><b><u>*EMPHASIS ON PRINCIPLES OF DESIGN ESPECIALLY</u></b></p> <p><b>1. Harmony</b>  <b>-Repetition</b></p> <p><b>2. Variety</b>  <b>-Contrast</b>  <b>-Elaboration</b></p> <p><b>3. Balance</b></p> <p><b>4. Dominance</b>  <b>-Directions</b>  <b>-Character</b></p>	<p><b>2.0 LINE: DEFINITION, IMPORTANCE, CHARACTERISTICS, TYPES OF LINES (DRAWINGS), ARTISTS' EXAMPLE</b></p> <p><b>M2.0 Overview:</b> Line  <b>M2.0 Lecture &amp; Demo</b>  <b>M2.0 Assignment Part 1:</b> Type of Lines Overview</p> <p><b>2.1 LINE: DYNAMIC OF LINE/ MOTION-ARTISTS' EXAMPLE</b>  M2.1: Overview: Dynamic Lines</p>	08/31-09/09	<p>-M2.0 Discussion: Assignment Part 1: Type of Lines</p> <p>-M2.0 Assignment Type of Lines</p> <p>-M2.0 Materials for Review: 1. Lecture; 2. Demo; 3 Read: The Language of Art: Line</p> <p>-M2.1: Assignment 2: (Dynamic Line-short video)</p> <p>-M2 Knowledge Assessment: LINE</p>

<p><b><u>MODULE 3:</u></b> <b><u>SHAPE</u></b></p> <p><u>*EMPHASIS ON PRINCIPLES OF DESIGN ESPECIALLY</u> <b><u>1. Dominance</u></b> <b><u>-Scale</u></b> <b><u>-Placement</u></b> <b><u>-Direction</u></b></p> <p><b><u>2. Balance</u></b></p> <p><b><u>3. Variety:</u></b> <b><u>-Contrast</u></b> <b><u>-Elaboration</u></b></p> <p><b><u>4. Harmony</u></b> <b><u>-Visual Linking</u></b> <b><u>a. Connection-shared edges overlap</u></b> <b><u>d. Planes' Interpenetration</u></b> <b><u>e. Implied Shapes</u></b></p>	<p><b><u>M3 SHAPE: DEFINITION, IMPORTANCE, CHARACTERISTICS, TYPES OF SHAPES, ARTISTS' EXAMPLE</u></b> M3: Overview: Shape M3: Lecture &amp; Demo</p>	<p>09/14-09/21</p>	<p>-M3.0 Assignment: Shape Part 1: Two-Tone / Wet techniques</p> <p>-M3.1 Assignment: Shape Part 2: Three-Tone / Cut Out</p> <p>-M3.0 Materials for Review: 1. Lecture; 2. Demo; 3 Read: The Language of Art: Shape</p> <p>-M3 Discussion: Assignment Part 1 and 2</p> <p>-M3 Knowledge Assessment: SHAPE</p>
<p><b><u>MODULE 4:</u></b> <b><u>VALUE &amp; COLOR</u></b></p> <p><u>*EMPHASIS ON PRINCIPLES OF DESIGN ESPECIALLY</u> <b><u>1. Dominance</u></b> <b><u>-Placement</u></b> <b><u>-Direction</u></b></p> <p><b><u>2. Variety:</u></b> <b><u>Contrast</u></b></p>	<p>M4.0 Overview: Value M4.0 Lecture &amp; Demo (Pencil/Gouache or Acrylic) M4.0 Assignment Part 1: Value M4.1 Overview: Color Schemes M4.1 Assignment Part 2: Color Schemes/ Diorama</p>	<p>09/23-10/07</p>	<p>M4.0 Materials for Review: 1. Lecture; 2. Demo; 3 Read: The Language of Art: VALUE</p> <p>-M4.0 Assignment: Part 1: Value</p> <p>-M4.1 Color Game-Send in Results</p> <p>-M4.2 Assignment Part 2: Color Schemes/ Diorama</p> <p>-M4 Discussion: Assignment Part 1 and 2</p> <p>-M4 Knowledge Assessment: VALUE</p>

<p><b><u>MODULE 5:</u></b> <b><u>FORM</u></b></p> <p><u>*EMPHASIS</u> <u>ON</u> <u>PRINCIPLES</u> <u>OF DESIGN</u> <u>ESPECIALLY</u></p> <p><b>1. Space</b> <b>2. Harmony</b></p>	<p>M5.0 Overview: Form M5.0 Lecture &amp; Demo M5.0 Overview: Assignment: Form</p>	<p>10/12- 10/15</p>	<p>-M5 Materials for Review: 1. Lecture; 2. Demo; 3 Read: The Language of Art: FORM</p> <p>-M5.0 Assignment: Form</p> <p>-M5.0 Discussion</p> <p>-M5.0 Knowledge Assessment: Form</p>
<p><b><u>MODULE 6</u></b> <b><u>SPACE</u></b></p> <p><u>*EMPHASIS</u> <u>ON</u> <u>PRINCIPLES</u> <u>OF DESIGN</u> <u>ESPECIALL</u></p> <p><b>1. Harmony</b> <b>-Planes</b> <b><u>Interpenetration</u></b></p> <p><b>-Closure (or)</b> <b><u>Visual</u></b> <b><u>grouping</u></b></p> <p><b>2. Variety</b> <b>-Elaboration</b></p> <p><b>3. Movement</b></p>	<p>M6.0 Overview: Space M6.0 Lecture &amp; Demo: Perspective 1PP M6.0 Assignment 1: Perspective 1PP</p> <p>M6.1 Lecture &amp; Demo: Perspective 2PP M6.1 Overview: Assignment 2: Perspective 2PP</p> <p>M6.2 Lecture &amp; Demo: Atmospheric Perspective M6.2 Overview: Assignment: Atmospheric Perspective</p> <p>M6.3 Lecture &amp; Demo: Utopian Cities M6.3 Overview: Assignment: Utopian Cities</p>	<p>10/19- 11/04</p>	<p>-M6.0 Assignment 1: Perspective 1PP -M6.0 Discussion</p> <p>-M6.1 Assignment 2: Perspective 2PP -M6.1 Discussion: Perspective 2PP</p> <p>-M6.2 Assignment: Atmospheric Perspective -M6.2 Discussion</p> <p>-M6.3 Assignment: Utopian Cities -M6.3 Discussion: Utopian Cities</p> <p>-Materials for review: Lectures Space -M6.0 Knowledge Assessment: Space</p>
<p><b><u>MODULE 7</u></b> <b><u>TEXTURE</u></b></p> <p><u>*EMPHASIS</u> <u>ON</u> <u>PRINCIPLES</u> <u>OF DESIGN</u> <u>ESPECIALLY</u></p> <p><b><u>Unity</u></b> <b><u>Variety</u></b></p>	<p>M7.0 Overview: Texture M 7.0 Lecture &amp; Demo: Texture M 7.0 Assignment 1: Study Texture/ Composition (ink)</p> <p>M 7.1 Lecture &amp; Demo: Texture Actual M 7.1 Assignment: Texture Actual/Recycling</p>	<p>11/09- 11/12</p>	

<p><b><u>MODULE 8</u></b> <b><u>PATTERN</u></b></p> <p><u>*EMPHASIS</u> <u>ON</u> <u>PRINCIPLES</u> <u>OF DESIGN</u> <u>ESPECIALLY</u></p> <p><b>1.Harmony</b> <b>-Rhythm</b> <b>-Repetition</b> <b>-Pattern</b> <b>-All over pattern</b> <b>=Motif</b></p> <p><b>2. Variety</b> <b>-Contrast</b> <b>-Elaboration</b></p>	<p>M8.0 Overview: Patterns/Motif M8.0 Lecture &amp; Demo: Patterns M8.0 Assignment Patterns</p>	<p>11/16 11/18</p>	
<p><b><u>MODULE 9</u></b> <b><u>MOTION</u></b></p> <p><u>*EMPHASIS</u> <u>ON</u> <u>PRINCIPLES</u> <u>OF DESIGN</u> <u>ESPECIALLY</u></p> <p><b>1.Movement</b> <b>2.Unity</b></p>	<p><b>FINAL</b> either Motion / Comic Book <b>M9.0 Lecture: Motion / Comic Book</b> <b>M9.0 Assignment: Motion / Comic Book</b></p>	<p>11/23- 12/07</p>	<p><b>M9.0 Assignment: Motion / Comic Book</b> <b>M9.0 Discussion: Motion / Comic Book</b></p> <p><b>FINAL KNOWLEDGE ASSESSMENT</b></p>
<p><b><u>FINAL EXAM</u></b></p>	<p><b>DECEMBER the 9th from 9:45 AM-12:00PM—FINAL CRITIQUE</b></p>		

## **6. DISCUSSIONS GUIDELINES**

### **I. Discussion Overview**

Discussion forums are used to communicate with other students on a specific topic or general course questions. Postings should be thoughtful and reflect your understanding of the subject matter. You are required to respond to your classmates each week.

I will participate in our discussions and will also typically summarize of the class. If someone asks for help in the "Q&A" discussion, please feel free to respond. I will also jump in as needed.

### **II. Discussion Tips**

For online discussions to be successful, it is recommended that you participate within the designated time period indicated in the course. As you develop your response here are a few tips you can use to avoid the "I agree or disagree" responses". (While you can be supportive of your peers by saying, "I like it", "I agree" or "Wow, I never thought of that", these statements alone are not sufficient.)

1. Share your experiences as it relates to the topic. Make connections to your own personal background and culture.

2. Identify and discuss your opinion and describe *why* you agree or disagree.
3. Search and share reputable sites, books, or articles that pertain to the topic.
4. Add a different view with specific examples.

**-To guide you in drafting acceptable response posts, refer to the options below:**

- **Validate** the post by sharing your experience and stating how it relates to the course material or to the initial post.
- **Agree or disagree** with the post and explain why you agree or disagree.
- **Expand on** your classmate's post to demonstrate that you understand the topic.
- **Reply to a question** posed by one of your classmates or by the instructor and support your statements with sources from the text.
- **Critically evaluate** the post and make a suggestion or respectfully point out an area of the assignment that was not addressed.
- **Ask a probing question** or ask your classmate for a clarification or an explanation of a point made in the post.
- **Share an insight** or something you learned from reading your peer's posting or from your other reading.
- **Explain** how someone's post helped you understand the material or made you rethink your own views. • Offer an opinion and support it with examples from the text.
- **Relate the information** in the post to your course assignments and/or research projects.
- **Challenge a statement in the post.** If you would not let a statement go unchallenged in a classroom discussion, do not let it go unchallenged on the discussion board.
- **Tie ideas together:** Discuss how comments other students made relate to your peer's post.
- **Make sure you cite your sources for all references to the textbook and for any other ideas that are not your own.**

### III. Netiquette Tips

- **Avoid sarcasm.** People who don't know you may misinterpret your meaning.
- **Use appropriate language.**
- **Avoid "flaming"** (online "screaming") or sentences typed in all caps.
- **Be courteous** to the other students in the class. You might find it helpful to read your posting out loud before you submit it: "tone" is a very important part of online communication. When you read your message out loud, does it sound the way you would speak to another student in the classroom?
- **Never make derogatory comments** toward another person in the class.
- **You can disagree with ideas,** but do not make personal attacks.

## 7. ZOOM INFORMATION

### I. Our Zoom Meetings:

#### DATES & TIMES: 12:00PM -2.50 PM

\* Please plan on attending all classes

You will be informed of any change in schedule via Canvas/Announcements

Aug 19; Aug 24; Aug 26; Aug 31,

Sep 2; Sep 7; Sep 9; Sep 14; Sep 16; Sep 21; Sep 23; Sep 28; Sep 30;

Oct 5; Oct 7; Oct 12; Oct 14; Oct 19; Oct 21; Oct 26; Oct 28;

Nov 2; Nov 4; Nov 9; Nov 11; Nov 16; Nov 18; Nov 23; Nov 25; Nov 30;

Dec 2; Dec 7

**Topic 2D Design: Lectures, Demos, Critiques, Individual Assistance during projects/class time,**

### II. Zoom Etiquette:

**1. Mute Your Microphone:** To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.

**2. Be Mindful of Background Noise and Distractions:** Find a quiet place to “attend” class, to the greatest extent possible.

- Avoid video setups where people may be walking behind you, people talking/making noise, etc.
- Avoid activities that could create additional noise, such as shuffling papers, listening to music in the background, etc.

**3. Position Your Camera Properly:** Be sure your webcam is in a stable position and focused at eye level.

**4. Limit Your Distractions/Avoid Multitasking:** You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and putting your smartphone away (unless you are using it to access Zoom)

**5. Use Appropriate Virtual Backgrounds:** If using a virtual background, it should be appropriate and professional and should NOT suggest or include content that is objectively offensive or demeaning.

### **III. Recording Zoom Classes**

**A. Lectures, On Zoom Critiques, Demos** will be recorded for instructional or educational purposes. The recordings will only be shared with students enrolled in the class through Canvas. The recordings will be deleted at the end of the semester.

If, however, you would prefer to remain anonymous during these recordings, then please speak with the instructor about possible accommodations (e.g., temporarily turning off identifying information from the Zoom session, including student name and picture, prior to recording).

#### **B. Students' Recording**

Students are not allowed to record without instructor permission. Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings.

#### **C. Instructors' Materials**

The materials presented are created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.), thus are copyrighted by the instructor.

This university policy (S12-7) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

## **8. GRADING & LATE WORK & FEEDBACK**

### **I. Grading & Feedback**

Each assignment includes a **clear deadline** and a **detailed grading rubric**.

Please:

1. Re-read (watch videos, lecture and/or demos which accompany each assignment) before starting to work on your assignment
2. Review the rubric of each assignment before submitting your work to ensure you have addressed all the required elements of the assignment.

If your work is submitted on time, I will make every effort to review and comment on the work within the same week. I encourage you to review the feedback, and, *if needed*, submit a revision of your project.

### **II. Grading**

All project grades will be assessed on a scale of 0-100. All of these projects will be worth one grade except for the final project, which will be worth three.



**Project grading will be usually based on:**

<b>-assignments</b>	<b>50%</b>
<b>-discussions</b>	<b>35%</b>
<b>-quizzes</b>	<b>15%</b>

In evaluating each of the projects I will take into consideration your time investment.

Regarding the **conceptual content** of your work, I am looking to find your personal and critical understanding of the assigned elements from the assignment and how well you respected the formalist and technical requirements of each project (assignment)

This means that I do not expect you to “illustrate” the assignment, but to use it as a starting point for analyzing the larger perspective of visual answers. So, my suggestion to you with regard to your philosophy of approaching work, is that the fulcrum of it should be based upon a system of questioning the progressive steps of your work: For example: What are the main points of this assignment? What is the basic intention (idea) of my project? What (visual) solution can best represent my ideas? Why have I chosen a particular material? These sorts of questions during the creative act may be considered guides, as well as a way to practice your knowledge at the visual level. These questions can help you to develop, over the course of time, your ability to harmonize your rational skills with your intuition.

In evaluating **conceptual content** and the **aesthetic values**—which is a schema of personal appreciation of the environment—I do not intend to judge your artwork, but to examine your knowledge and decision-making power, more than your refined skills.

The **technical presentation** is the final form of your artwork. It is the aspect, or “how” your work is presented- the quality of your photo -please, if you need to, visit (again), **Module 0: How to Take Photos of Your Artwork with Your Phone**

**III. The grading scale is as it follows:**

**A (95-100)** A-(90-94) Exceptionally fine work; superior in presentation, visual observation, comprehension and participation

**NOTE:** Do not forget that during the learning process quantity has an important part too. Therefore, the more you work, the bigger your chances of succeeding are. To award an “A” in large number is to diminish its meaning. It is not impossible to achieve but it is rare and difficult to come by.

**B (85-89)** B+(80-84) -Constitutes above average work, superior in one or two areas. It can be achieved if you work hard and demonstrate knowledge.

**C (75-79)** C+(70-74) -Average work; good, unexceptional participation. If you fulfill all parts of the assignment, show effort, and hand the project in on time you are guaranteed a “C”, which signifies work that is average.

**D (65-69)** D+(60-64) -Below average work; noticeably weak with minimal participation

**F (bellow 60)** Clearly deficient in presentation, style and content with a lack of participation

**"I"(Incomplete):**

a. Except in cases of documented emergencies, incomplete grades are not given in this course.

b. It will only be assigned if at least 80% of the course work is complete. Students who want to and meet the criteria for an "I," must make an arrangement with the instructor in writing to complete the course work within six months.

c. After the deadline, the "I" becomes an "F." All "I" designations must be changed to grades prior to graduation.

**NOTE:** Please, do not disregard the factor of effort and improvement. Each student has the same opportunity to improve and do well in this class. Talent is nothing without work. I support sincere attempts

and I emphasize process, persistence and hard work. I aim to encourage critical thinking, imagination, and experimentation. In order to progress, it is extremely important to take advantage of class time as an opportunity for interaction with your peers and me for criticism and help with printing. Confidence comes as your skills develop through practice. Furthermore, I appreciate questions: thus, ask questions during class lessons, demonstrations, and work time. It is sometimes difficult to address questions immediately before class.

So, everyone has the chance to raise his/her grade according to his/her effort during the semester. It works the other way, too—your grade may decrease if little effort is shown over the course of the entire semester. Do not take for granted a good start if it is not supported in time by hard work!

#### **IV. Is there any way to get extra credit?**

YES! According to each individual situation we could figure out together the best manner to increase your grade. Furthermore, I will take into account any extra work on your sketchbook/binder. The extra work in your sketchbook does not replace the in-class work and/or homework. The extra credit does not cover missing works!

#### **V. Late Submissions**

To best help you complete the course successfully, I ask that you strive to meet deadlines, especially on the assignments of the course. If life events interrupt your work in this class, no worries, I will work with you! Please contact me **as soon as possible** so I can help you stay as current and provide as much support as possible.

Late work is generally unacceptable, and yet it can happen (email me as soon as you can to inform me of any issues). Keep in mind that computer or internet problems are poor excuses for missed deadlines. **Be aware of deadlines and save back-up copies of everything. DO NOT THROW AWAY ANY OF YOUR PROJECTS (ASSIGNMENTS)**

Late work submitted 1- 3 days after the due date will be marked down 15%; work submitted 4-7 days after the due date will be marked down 25%. Work will not be accepted more than 7 days late for any reason. Missing work will be marked as a zero.

#### **Finding Feedback**

- I will be using a grading rubric to provide scores and feedback for assignments and discussions.
- I will also provide some written feedback to you in the "comments" area, which can be accessed by reviewing your submitted assignment, or from within your Grades page.
- I will do my best to provide grades and feedback within 1 week of the due date.

### **9. PARTICIPATION & ATTENDANCE**

#### **I. Participation=Attendance**

Online attendance is not marked by your physical presence in a classroom, but rather by your **participation and engagement** with the course activities and assignments. With each of your assignments, I and your peers will provide feedback, which opens another opportunity for revision, learning, and growth.

#### **II. Flexibility at an Unprecedented Time**

Your participation is integral to the success of this course, but I also recognize that you are human beings, living through a global pandemic, with many commitments and stressors and challenges. If you have reached a point where you can't keep up with the weekly schedule, please contact me - we will work together to help you create a path to success.

Remember - while this training is important, your family, your health, and your students need to come first!

#### **III. Guidelines**

This course is designed to take about 6 hours per week (on average). **Please plan to:**

- Set aside time each week to view all module materials and submit required work
- Log in regularly each week to check for announcements, grades, messages, and comments
- Participate in online discussions/ critiques, and respond thoughtfully to your peers
- Participate in and/or watch on the same week the Lessons(lectures)/ Demos
- Read all pages and do the work in the order in which the module is organized.

#### IV. Drop Policy

- **During the first week:** Submit the Module 0 activities in order to mark your attendance and secure your spot!
- **Throughout the term:** Submit work regularly to show your active attendance. If you do not submit work for 2 modules in a row, you may be dropped for non-participation!

#### V. If You Fall Behind...

- Your participation is important for the success of this course, but I also recognize that you are human, and life happens. If you've reached a point where you have fallen behind, or can't meet the due dates, please contact me. We'll work together to make a path to success. **Communicate with me:** If you start to fall behind in the course, let me know! I can not help you if I do not know there is a problem. There is always a solution, thus help me to help you!:)
- If you are confused about an assignment or requirement, don't hesitate to email me with questions.

### 10. ACADEMIC INTEGRITY

#### I. What is Academic Integrity?

Academic integrity means honesty in academic work. All of your coursework should be a result of your own efforts. I understand that you can often feel pressured and overwhelmed by the demands of school, work, and personal commitments. No matter what level of stress you may be experiencing, it is still expected that you will approach your work with honesty and integrity. While I recognize that mistakes can happen, violating the college's academic integrity policies may compromise your academic career. You would also be de-valuing your resulting degree or certificate when you enter the workforce or transfer and cannot meet the expectations that your degree or certification requires.

#### II. Advice

Here are some quick tips, adapted from: *What is Academic Integrity? (Links to an external site.)* (Massachusetts Institute of Technology, 2018):

#### III. Do

- Trust the value of your own intellect.
- Demonstrate your own achievement and abilities.
- Do original work for each class.
- Undertake research honestly and credit others for their work.
- Ask for help from me, or for more time if you need it!

#### IV. Don't

- Copy ideas or wording without citing your source.
- Copy another student's project.
- Ask another student to do your work for you.
- Take an exam or complete an assignment for another student.
- Purchase an artwork and/or papers or have someone do a project/ write a paper for you.

## 11. LIST OF MATERIALS and SUGGESTED BOOKS

### I. RECOMMENDED TEXT(S)

**Launching the Imagination (Links to an external site.)**- By. M. Stewart 6<sup>th</sup> Edition

**Fundamentals Theory and Practice (Links to an external site.)** Edition 11 By Otto Ocvirk, Robert Bone, Robert Stinson, David L. Cayton, Philip Wigg ISBN:0073526525 \*Editions 8, 9, & 10 are of use to the course.

**Drawing: A Contemporary Approach (Links to an external site.)**, Fifth Edition Teel Sale Claudia Betti ISBN 0-534-61335-7 Art

### II. COURSE LIST OF MATERIALS

during the semester I will be giving different demos on materials and techniques. Some of you may select to buy some of the materials suggested . Once more, they are not mandatory. If there is anyone who cannot afford all the materials, please let me know and we'll figure out a solution!

<p><b>Papers:</b></p>	<p>-One Pad of Bristol Vellum Paper-11x14          - Sketch Book 9"x12" (or a ring binder with printing papers 11" x 8")          -One Pad of Tracing Paper(9" x 12")          -Couple of Canson paper (white, black and gray)  <b>NOTE:</b> if you cannot afford Canson, buy Construction paper          -Magazines</p>
<p><b>Pencils</b></p>	<p>-Couple of colored pencils (Prisma is a good brand and relatively cheap)          -Assortment of pencils: 2H, 2B, 3B, 4B , 6B  <b>suggested:</b>          a. a small plastic pencil sharpener are handy too          b. a chamois          c. a can of fixative spray</p>
<p><b>Erasure</b></p>	<p><b>White Plastic</b>          suggested brands:Mars / Staedtler</p>
<p><b>Studio NEEEDS</b></p>	<p>-an X-knife + extra blades          -1" wide roll of artist tape (if not Painters tape-the Blue tape from Home Depot)          -Cut Mat 12x18          -compass (to draw circles :)          -a ruler 18"</p>
<p><b>Paints</b></p>	<p>Either  <b>Gouache</b>          or  <b>Acrylics (Basic Acrylic Set-6 )</b>          -have ay least Black, White + one Color (your choice)  <b>suggestion:</b> if you can afford, buy a full set of "Reeves" gouache</p>

<b>Brushes &amp; other needed materials</b>	-have at least <b>TWO</b> brushes ( #6 or 4 and # 10 or 12 -a palette for mixing paints - a jar/container for water -couple of rags or paper towels -couple of smaller plastic containers with lid (like the salad dressing ones)
<b>Glue</b>	<b>rubber cement</b> (if you can afford I'd suggest photo mounting spray 3M Super77)
<b>Sharpies and/or Microns</b>	-have couple of either <b>Sharpies</b> or <b>Microns</b> in different sizes <b>Sharpies:</b> Super Bold Black; Fine Black and Ultra Fine Black <b>Microns:</b> 00s or 01; 02; 05
<b>Ink</b> <b>NOTE:</b> you will decide as to whether or not to buy it upon demo	-a small bottle of <b>Black Ink (1 oz)- (either India or Sumi or Higgins) + dipping pen&amp; nibs</b>
<b>SIGGESTED</b>	-a small bottle of gel medium (4oz) -ruling pen + a set of French Curves -a small bottle of acetone (1oz) - a small container of Gesso (8oz) - a small set of oil pastels

## 12. TECHNICAL PART

### **I. Getting to Know Canvas**

#### **Are you new to Canvas?**

Watch these short videos on Canvas and how to use on Mobile devices:

**Canvas Overview:** <https://sjsu.instructure.com/courses/1373497/pages/getting-to-know-canvas>

**Canvas Mobile App for Students:** <https://vimeo.com/76565011>

### **II. Tech Support**

#### Technical Difficulties

**Internet connection issues:** Canvas autosaves responses a few times per minute as long as there is an internet connection. If your internet connection is lost, Canvas will warn you but allow you to continue working on your exam. A brief loss of internet connection is unlikely to cause you to lose your work.

However, a longer loss of connectivity or weak/unstable connection may jeopardize your exam.

**Other technical difficulties:** Immediately email the instructor a current copy of the state of your project and/or exam and explain the problem you are facing. Your instructor may not be able to respond immediately or provide technical support. However, the copy of your exam and/or project and email will provide a record of the situation. Contact the SJSU technical support for Canvas:

#### **TECHNICAL SUPPORT FOR CANVAS**

- **email:** [ecampus@sjsu.edu](mailto:ecampus@sjsu.edu)
- **Phone:** (408) 924-2337
- <https://www.sjsu.edu/it/support/service-desk/index.php> (Links to an external site.)

If possible, complete your exam in the remaining allotted time, offline if necessary. Email your exam to your instructor within the allotted time or soon after.

Canvas Support & Hotline

- Click the "Help" icon on the left-menu for the Canvas hotline, and a variety of options for getting immediate assistance

### III. Verify Student Contact Information

**A. Contact Information:** It is very important that your **contact information** is entered correctly in Canvas. Follow these steps to verify/update your email address and add text message notifications, if desired.

- Click on the "Account" icon in the left navigation bar
- Click on "Settings"
- On the right side of the screen, verify that your email address is correct. You can also "Add" a new email address
  - [change your "default" email to that new email address \(Links to an external site.\)](#) [Links to an external site.](#), and then delete the old one.
  - You can also [add your cell phone number \(Links to an external site.\)](#)[Links to an external site.](#) if you want to receive text message alerts from Canvas.
  - No one (including your instructor) will see your phone number or email address - these settings are private.

[User Settings and Profile \(Links to an external site.\)](https://vimeo.com/74243735) : <https://vimeo.com/74243735>

### B. Set Notification Preferences

Don't forget to also verify/update your **Notification Preferences** for Canvas!

- Click on the "Account" icon in the left navigation bar
- Click on "Notifications"
- Use the columns on the right side of the page to indicate **how often** you would like to be notified for course activity, for each contact method you have entered.

Set Notification Preference: <https://vimeo.com/75514816>

### IV. Student Support Resources

Students are never alone in an online course.

The College provides a wide array of support – everything from online tutoring to accessibility services – to help students persist in their programs. To find out more about our student and academic support services, click on the following:

#### Online Counseling:

<https://www.sjsu.edu/counseling/> (Links to an external site.)

<https://www.sjsu.edu/aars/> (Links to an external site.)

#### Library

<https://library.sjsu.edu/> (Links to an external site.)

#### Tech Help

<https://www.sjsu.edu/it/support/service-desk/index.php> (Links to an external site.)

#### Accommodations Information

<https://www.sjsu.edu/aec/students/accommodations/> (Links to an external site.)

Individuals with Disabilities may contact the Disability Resource Center on Campus. 924 – 6000, Administration Building 101, for a variety of formats such as Braille, large print, sign interpreters, assistive listening devices, audio tapes, and accommodations for physical accessibility

Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

If you have any medical problems that may require special attention, please let me know. Also, if you have some other personal problem that may affect your class participation, please email me as soon as possible so we can discuss possible solutions. I am more than happy to work with you to accommodate your needs.

## **V. Mobile App for Canvas**

Canvas is **mobile-friendly**, and can be used on your phone or tablet through a mobile browser, or through the Canvas Mobile App. However, there can sometimes be problems, and you may need to switch to desktop computer. For example, certain power points' sections and/ or quiz questions might not display well on a mobile device.

If you'd like, you can download the Canvas Mobile App ([Apple iOS Canvas App \(Links to an external site.\)](#) for iPhone/iPad, [Android Canvas App \(Links to an external site.\)](#))

If your computer crashes, you can always use your smartphone or tablet to access your course!

For more information, see the [Mobile Guides for Canvas](#)

## **VI. Student Readiness Tutorials**

### **Optional, Additional Resources for Online Learning**

Enhance your experience in this online course by reviewing these readiness tutorials! Whether this is your first time taking online classes, or you have taken a few in the past, you will find that these resources are tailored to your needs and are focused on enhancing the academic and technical skills needed for success in the online learning environment.

1. [Introduction to Online Learning \(Links to an external site.\)](#)
2. [Getting Tech Ready \(Links to an external site.\)](#)
3. [Organizing for Online Success \(Links to an external site.\)](#)
4. [Online Study Skills and Managing Time \(Links to an external site.\)](#)
5. [Communication Skills for Online Learning \(Links to an external site.\)](#)
6. [Online Reading Strategies \(Links to an external site.\)](#)
7. [Career Planning \(Links to an external site.\)](#)
8. [Educational Planning \(Links to an external site.\)](#)
9. [Instructional Support \(Links to an external site.\)](#)
10. [Personal Support \(Links to an external site.\)](#)
11. [Financial Planning](#)