

San Jose State University, Spring 2021
ART 12-02 (26049); January 27, 2021-May 17, 2021
2-Dimensional Design and Color Concepts
TTHU 8.00AM-10:50 AM Online
Emanuela Harris-Sintamarian (call me "Ema")

1. CONTACT:

I. How to Contact Me

1. Inbox/Conversations PREFERABLE

One of the ways to reach me is through the Canvas Inbox/Conversations messaging system. This is the messaging tool used instead of email to communicate with a course, a group, an individual student, or a group of students. So, you may also use this tool to communicate with one another.

- Click the **Inbox** link in the left menu.
- Choose a name, course, or group you would like to send a message to.
- Write and send the message.

2. Email: emanuela.sintamarian@sjsu.edu

NOTE: Please:

Do NOT email assignments/ discussions. Please upload them to the corresponding Module.

website: <https://www.emahsin.com/>

Independent Zoom Meetings: Please, email me at least 48 hours before scheduling an independent 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.)

III Office hour: Zoom Meetings: W 3:00-4:00 PM-by appointment only.

NOTE: : Please,

*** email me 24 hours before scheduling a meeting.**

***find on Canvas "M0: About the class", the link to our Office zoom link**

+ zoom live meetings

***check Canvas Inbox / Announcements for any possible changes regarding Office Hours.**

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

Please, check your Canvas Inbox and/ or Announcements every week. 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.

Although this course is online, we will meet constantly. We will have:

I. Lectures:

- **always at the beginning of a new project**
- **they will be "live" but I will try to do my best to provide recordings**

II. Demos:

- While some of the demos will be given directly, others are prerecorded (so, watch **ALL** instructional **VIDEOS BEFORE** you **START WORKING**)

III. "Work in class-time"-we will work in class—please look at the schedule beforehand and be prepared.

IV. Work during class-it means you will work during class time, but I will keep the zoom meeting on for 1 hour so you could just drop in if you need help. (be prepared)

NOTE: if you need/ want to **drop in:**

- Make sure you have your **camera on**
- To maximize our time, before you drop in, please either:

1. have at hand your project you need help with, OR

2. take a good photo of it, save it to your desktop, and be ready to share it on zoom (or make sure you posted it on slack)

Slack: for immediate feedback, we will use this application for this class. If you did not download yet, please let me know so I could send you an invitation. Also, make sure you join the "Work in Progress Art 24" file--or post there.

V. Critiques: The critique day will be announced before hand.

Please, be ready for it---In order to do so:

Either. A. upload your photos of your works on our class power point SJSU Drawing Critiques

or , if you did not have time to do so, B. Take a good photo of your artwork/artworks (as stipulated) and have it saved on your desktop ready to share it with class

VI. Assignments must be uploaded under Assignment Canvas (each of them will have a specific deadline, however you will be able to upload works until May 10th—please read “late works”)

7. WEEKLY CANVAS MODULE LESSON

You must log in EVERY WEEK to complete the week's lesson, which could include reading, images, videos, lectures demos, and homework instructions, and to complete other tasks including posting images and comments to forum discussions and completing drawings.

I will publish the weekly module by Monday. You may log on any time during the week but must complete the module / its activities by its deadline and / or before the next Zoom meeting and be sure to keep in mind the deadlines for submissions, which are usually on Sundays.

Weekly Zoom Meeting

Unless we are working on longer drawings, the Zoom meetings are MANDATORY. In the beginning of course, they will be held weekly, then according to the length of the project(-s) we will change them.

NOTE: for longer project we will still have the Drop-in sessions, or you could use Slack, or both.

All times will be announced before hand. That is why it is important you attend the meetings and check Canvas Inbox/ Announcements)

You will receive a Zoom invitation/ meeting

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

On Thursday -this is the time to “work during-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.

ZOOM MEETINGS LINK:

Topic: SJSU_ 2D DESIGN-Please, find on Canvas “M0: About the class”, the link to our zoom live meetings + Office zoom link

Time: 08:30 AM -10:00 Pacific Time

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)

6.SCHEDULE: This is a **provisional schedule**. It is **open to change** based on **the flow** and **needs of the class**.

Please **be in class (Zoom meetings)** and **check your Canvas Inbox** and **Announcements regularly** to receive notices regarding **any changes**.

NOTE:

- **Drop in:** 9:00AM-10:00 AM
- **CRITIQUE DAYS WILL BE ANNOUNCED BEFOREHAND**

MODULE	TOPICS	DATE	WHAT YOU HAVE TO DO
MODULE 0: <u>Orientation:</u> <u>Start Here!</u>	<p>I. INTRODUCTION 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 & Attendance; 7. Discussion Guidelines; 8. Zoom Classroom Etiquette 9. Recording Zoom Classes; 10. Grading & Late work; 11. Final Grading & Feedback; 12. Academic Integrity; How to take Photos of Your Artwork with your phone;</p> <p>II. RESOURCES 1. Student Support Resources; 2. Tech Support; Mobile App for Canvas; 3. Student Readiness Tutorial</p>	01/28 Zoom meeting	-M0: Discussion: About Student -M0: Knowledge Assessment: About Module 0
MODULE 1:	<p>1.0 CONVENTIONAL/ UNCONVENTIONAL MATERIALS and TECHNIQUES</p> <p>M1:0 Overview: Unconventional Materials</p> <p>M1:0 Lecture: Unconventional Materials</p>	02/02 Zoom meeting 02/04 Work during class Submit progress on Slack	-M1.0 Assignment: Unconventional Materials -M1.0 Discussion: Unconventional Materials
	<p><u>1.1 MAKING AND WORKING WITH UNCONVENTIONAL MATERIALS</u></p> <p>M1.1 Overview: Making and working with Unconventional Materials M1.1 Lecture: Making and working with Unconventional Materials/ Collage</p>	02/09 Zoom meeting 02/11 *Post on slack progress	-M1.1 Assignment: Making and working with Unconventional Materials -M1.1 Discussion: Making and working with

	M1.1 Demo: Making and working with Unconventional Materials	*Drop in if needed	Unconventional Materials -M1 Knowledge Assessment: Conventional/Unconventional Material and Techniques
	1.2 PRINCIPLES OF DESIGN M1.2 Overview: Principle of Design M1.2 Lecture: Principle of Design	02/16 Zoom meeting	-M1.2: Knowledge Assessment: Principle of Design
<u>MODULE 2: LINE</u> <u>*EMPHASIS ON PRINCIPLES OF DESIGN ESPECIALLY</u> 1. Harmony -Repetition 2. Variety -Contrast -Elaboration 3. Balance 4. Dominance -Directions -Character	2.0 LINE: DEFINITION, IMPORTANCE, CHARACTERISTICS, TYPES OF LINES (DRAWINGS), ARTISTS' EXAMPLE M2.0 Overview: Line M2.0 Lecture & Demo M2.0 Assignment Part 1: Type of Lines Overview 2.1 LINE: DYNAMIC OF LINE/ MOTION-ARTISTS' EXAMPLE M2.1: Overview: Dynamic Lines	02/16 Zoom meeting 02/ 18 Work during class *Post on slack progress *Drop in if needed	-M2.0 Discussion: Assignment Part 1: Type of Lines -M2.0 Assignment Type of Lines -M2.0 Materials for Review: 1. Lecture; 2. Demo; 3 Read: The Language of Art: Line -M2.1: Assignment 2: (Dynamic Line-short video) -M2 Knowledge Assessment: LINE
<u>MODULE 3: SHAPE</u> <u>*EMPHASIS ON PRINCIPLES OF DESIGN ESPECIALLY</u> 1. Dominance -Scale -Placement -Direction 2. Balance	M3 SHAPE: DEFINITION, IMPORTANCE, CHARACTERISTICS, TYPES OF SHAPES, ARTISTS' EXAMPLE M3: Overview: Shape M3: Lecture & Demo	02/ 23 Zoom meeting 02/25 Work during class *Post on slack progress *Drop in if needed	-M3.0 Assignment: Shape Part 1: Two-Tone / Wet techniques -M3.1 Assignment: Shape Part 2: Three-Tone / Cut Out -M3.0 Materials for Review: 1. Lecture; 2. Demo; 3 Read: The Language of Art: Shape

<p>3. Variety: <u>-Contrast</u> <u>-Elaboration</u></p> <p>4. Harmony <u>-Visual Linking</u> a. Connection- <u>shared edges</u> <u>overlap</u> d. Planes' <u>Interpenetration</u> on e. Implied <u>Shapes</u></p>		<p>03/02</p>	<p>-M3 Discussion: Assignment Part 1 and 2</p> <p>-M3 Knowledge Assessment: SHAPE</p>
<p>MODULE 4: VALUE & COLOR</p> <p><u>*EMPHASIS ON</u> <u>PRINCIPLES OF</u> <u>DESIGN</u> <u>ESPECIALLY</u> 1. Dominance <u>-Placement</u> <u>-Direction</u></p> <p>2. Variety: Contrast</p>	<p>M4.0 Overview: Value M4.0 Lecture & 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>03/04 Zoom meeting</p> <p>03 / 09 Work during class *Post on Slack progress *Drop in if needed</p> <p>03/ 11</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>MODULE 5: FORM</p> <p><u>*EMPHASIS ON</u> <u>PRINCIPLES OF</u> <u>DESIGN</u> <u>ESPECIALLY</u> 1. Space 2. Harmony</p>	<p>M5.0 Overview: Form M5.0 Lecture & Demo M5.0 Overview: Assignment: Form</p>	<p>03/16 Zoom meeting</p> <p>03/18 Work during class *Post on slack progress *Drop in if needed</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>MODULE 6 <u>SPACE</u></p> <p><u>*EMPHASIS ON PRINCIPLES OF DESIGN ESPECIALLY</u></p> <p><u>1. Harmony</u> <u>-Planes</u> <u>Interpenetration</u></p> <p><u>-Closure (or) Visual grouping</u></p> <p><u>2. Variety</u> <u>-Elaboration</u></p> <p><u>3. Movement</u></p>	<p>M6.0 Overview: Space M6.0 Lecture & Demo: Perspective 1PP M6.0 Assignment 1: Perspective 1PP</p> <p>M6.1 Lecture & Demo: Perspective 2PP M6.1 Overview: Assignment 2: Perspective 2PP</p> <p>M6.2 Lecture & Demo: Atmospheric Perspective M6.2 Overview: Assignment: Atmospheric Perspective</p> <p>M6.3 Lecture & Demo: Utopian Cities M6.3 Overview: Assignment: Utopian Cities</p>	<p>03/23 Zoom meeting</p> <p>03/25 Work during class *Post on slack progress *Drop in if needed</p> <p>03/30 Zoom meeting</p> <p>04/01 Work during class *Post on slack progress *Drop in if needed</p> <p>04/06 Work during class *Post on slack progress *Drop in if needed</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>MODULE 7 <u>TEXTURE</u></p> <p><u>*EMPHASIS ON PRINCIPLES OF DESIGN ESPECIALLY</u></p> <p><u>Unity</u> <u>Variety</u></p>	<p>M7.0 Overview: Texture M 7.0 Lecture & Demo: Texture M 7.0 Assignment 1: Study Texture/ Composition (ink)</p> <p>M 7.1 Lecture & Demo: Texture Actual M 7.1 Assignment: Texture Actual/Recycling</p>	<p>04/ 06 Zoom meeting</p> <p>04/13 Work during class *Post on slack progress *Drop in</p>	

		if needed 04/15	
<p><u>MODULE 8</u> <u>PATTERN</u></p> <p><u>*EMPHASIS ON PRINCIPLES OF DESIGN ESPECIALLY</u> 1.Harmony -Rhythm -Repetition -Pattern -All over pattern =Motif</p> <p>2. Variety -Contrast -Elaboration</p>	<p>M8.0 Overview: Patterns/Motif M8.0 Lecture & Demo: Patterns M8.0 Assignment Patterns</p>	<p>04/20 Zoom meeting</p> <p>04/22 Work during class *Post on slack progress *Drop in if needed</p>	
<p><u>MODULE 9</u> <u>MOTION</u></p> <p><u>*EMPHASIS ON PRINCIPLES OF DESIGN ESPECIALLY</u> 1.Motvement 2.Unity</p>	<p>FINAL either Motion / Comic Book M9.0 Lecture: Motion / Comic Book M9.0 Assignment: Motion / Comic Book</p>	<p>04/27 Zoom meeting</p> <p>04/29 Work during class *Post on slack progress *Drop in if needed</p> <p>05/04 Zoom meeting</p> <p>05/06 Work during class *Post on slack progress</p>	<p>M9.0 Assignment: Motion / Comic Book M9.0 Discussion: Motion / Comic Book</p> <p>FINAL KNOWLEDGE ASSESSMENT</p>

		*Drop in if needed	
		05/11 Zoom meeting	

FINAL EXAM: Thursday, May 25, 2021, 7:15-9:30 AM

7. METHOD OF EVALUATIONS

Based on assignments (work ethic and progress), Oral Presentation, (Critiques), and Quizzes

8. GRADING

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.

Grading Policies: San Jose State University uses a standard a plus and minus system for letter-grade scale for final grades: A (4.0) (A+, A-), B (3.0) (B+ / B-), C (2.0) (C+, C-), D (1.0) (D+, D-), and F (0).

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:

-assignments	50%
-discussions	35%
-quizzes	15%

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**

Letter Points Percentage Point Description

A	930-1000	93-100%	4.0	A work is excellent; it is distinguished or outstanding.
A-	900-929	90-93%	3.7	A- work is distinguished or outstanding but may feature technical or other minor errors that detract from its excellence.
B+	870-899	87-89%	3.3	B+ work is very good; it’s accomplished but generally lacks the characteristics that make it distinguished or outstanding.
B	830-869	83-86%	3.0	B work is good work; it represents a solid accomplishment.
B-	800-829	80-82%	2.7	B- work is good work but may feature technical or other minor errors that detract from its otherwise solid quality.
C+	770-799	77-79%	2.3	C+ work is slightly above average.
C	700-769	70-76%	2.0	C work is average work, a basic accomplishment.
D	550-699	55-69%	1.0	D work is poor work; it is well below average; it is well below average and features problems that are typical of failing work.
F	<549	< 55	0.0	F work is failing work that results from non-performance or under-performance; assignments are not submitted or only partially submitted, and the assignment criteria are not met.

"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!

Late Submissions:

Under any other circumstances, late work would generally be unacceptable. However, we live in an uncertain world, things can happen. That is why, you will have a fixed deadline, but the possibility to either redo some works (if you think you could do better, and you will do better), and/or submit the works later (until May the 10th)

However, keep on mind, that passed deadlines could mean more stress on the long run. So, my advice, don't fall behind (too) much! **Hence, Be aware of deadlines and save back-up copies of everything + ALL your semester Works. Please, on the LOWER CORNER of each project: date it and write the name of the exercise/ project (USE AN HB PENCIL)**

- **On times works will start getting graded from A**
- **Resubmitted works** will not be marked down
- **Late works** will start getting graded **from B+**
- **Missing work** will be marked as a **zero**.

11. SUBMITTING WORKS FOR GRADING

I. All assignments including drawings, discussion posts, projects, and writing will be handed in through Canvas. You will sometimes also post your drawings in the context of a discussion, but I will also need you to submit each assignment through the Assignment Page in Canvas so that I can grade it.

II. Be sure to post your work to the correct assignment.

III. Documenting your 2D Work with an iPhone (CHECK CANVAS!))

9. GETTING FEEDBACK

We will be using Slack in this class. Please accept the invitation. This app will be for faster feedback. (See more on Canvas)

I will post grades and comments about all work onto Canvas and return drawings as soon as I can, usually within two weeks. Once I have graded an assignment, you may see your grade, and my comments about your submission in "Grades." (Linked in the left Course Navigation Bar).

I give extensive feedback on most assignments in the Canvas Grade Book. Comments by me will either be in text or video format. It is essential that you view your grades and this feedback after each assignment is graded so that you can get the full benefit and learn what is working and why and how to improve. It is especially important to do this since we will not be meeting face to face as often. It helps to replace the conversations that would take place in the classroom about your work. Please be sure to learn how to view the feedback and take the time to reflect on it. You are also welcomed to make comments or questions in reply.

Please be sure to check your grades and notes regularly. It is your responsibility to keep track of your assignments and grades through Canvas.

- It is also important that you notify me of any missing grades, or errors as soon as you notice them so that I can correct them.
- [Instructions for Looking at Grades](#)

Keep All Your Work Until the End of the Semester Remember to keep all of your work until the end of the semester, in case I need to see it again for grading questions, and also so that you can see your progress. If there is an error in your grade book, you will need to have a photo of the artwork to show me

10. PARTICIPATION & ATTENDANCE

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.

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!

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/ posts on slack, and respond thoughtfully to your peers

Drop Policy

- **If you know you cannot attend, it is your responsibility to drop the class.**

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 the instructor:** If you start to fall behind in the course, let me know! I cannot 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 your instructor with questions

11. ACADEMIC INTEGRITY

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.

Advice

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

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!

Don't

- Copy ideas or wording without citing your source.
- Present another student's work(-s)
- Present works from another class (unless you checked with me before hand)
- Ask another student to do your work for you.
- Purchase works or have someone do the works for you.
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12. LIST OF MATERIALS and SUGGESTED BOOKS

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I. RECOMMENDED TEXT(S)

Launching the Imagination (Links to an external site.)- By. M. Stewart 6th 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!

Papers:	<ul style="list-style-type: none"> -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) NOTE: if you cannot afford Canson, buy Construction paper -Magazines
Pencils	<ul style="list-style-type: none"> -Couple of colored pencils (Prisma is a good brand and relatively cheap) -Assortment of pencils: 2H, 2B, 3B, 4B , 6B suggested: <ul style="list-style-type: none"> a. a small plastic pencil sharpener are handy too b. a chamois c. a can of fixative spray
Erasure	<ul style="list-style-type: none"> White Plastic suggested brands:Mars / Staedtler
Studio NEEEDS	<ul style="list-style-type: none"> -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"
Paints	<ul style="list-style-type: none"> Either Gouache or Acrylics (Basic Acrylic Set-6) -have ay least Black, White + one Color (your choice) suggestion: if you can afford, buy a full set of "Reeves" gouache
Brushes & other needed materials	<ul style="list-style-type: none"> -have at least TWO brushes (#6 or 4 and # 10 or 12 -a palette for mixing paints - a jar/container for water -couple of rugs or paper towels -couple of smaller plastic containers with lid (like the salad dressing ones)
Glue	<ul style="list-style-type: none"> rubber cement (if you can afford I'd suggest photo mounting spray 3M Super77)
Sharpies and/or Microns	<ul style="list-style-type: none"> -have couple of either Sharpies or Microns in different sizes Sharpies:Super Bold Black; Fine Black and Ultra Fine Black

	Microns: 00s or 01; 02; 05
Ink NOTE: you will decide as to whether or not to buy it upon demo	-a small bottle of Black Ink (1 oz)- (either India or Sumi or Higgins) + dipping pen& nibs
SIGGESTED	-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. 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.

13. ZOOM INFORMATION

A. Live ConferZoom Meetings Once a Week:

We will have **live ConferZoom (also called "Zoom") meetings**. During the ConferZoom meetings, we will have lectures, discussions, and we will draw together and share your progress on projects. These meetings are required.

You can find all of our ConferZoom meeting invitations on the [Zoom](#) button which is linked in the Course Navigation bar on the left within our course or, most likely, you will find the Zoom invitation on Announcements/ Canvas Inbox. I will also be sending out an invitation link to each of our Zoom meetings, so you may also join by just clicking on the link for the meeting. See how to join either type in these [How to Join Zoom Videos](#)

B. Recording Zoom Classes

I. Lectures, On Zoom Critiques, Demos

I 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). At the end of the course, the recordings will be deleted.

II. 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.

III. 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.

C. Zoom Classroom 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.

NOTE:

- Do NOT use the chat box during the Lecture / demos to ask questions and/ or add comments. I will not see your questions / comments until the end of class.
- If you have a question, please ask it during meeting. If it is a private question, please let me know and we could talk at the end of class (and/ or individual meetings during office hour)

14. STUDENT SERVICES/ RESOURCES

I. STUDENTS ACCESSIBILITY SERVICES PROGRAM (SAS)

The Americans with Disabilities Act (ADA) is a civil rights statute that prohibits discrimination against people with disabilities. The **Students Accessibility Services** program (**SAS**) at San Jose State University is designed to help students with disabilities to achieve success by providing specialized assessment instructional programs and support services.

II. STUDENT CODE OF CONDUCT

Please review the following document for information regarding Student Code of Conduct guidelines, principles of discipline, standards of conduct, academic and classroom disciplinary procedures, student grievance procedures, and suspension and expulsion.

III. SEXUAL HARASSMENT/DISCRIMINATION POLICY

It is the policy of the San Jose State University is to provide an educational environment in which no person shall be unlawfully denied in whole or in part full and equal access to, the benefits of, or be subjected to discrimination in any program or activity of the District. This policy prohibits discrimination on the basis of legally protected categories which include ethnic group identification, race, color, language, accent, immigration status, ancestry, national origin, age, sex, religion, sexual orientation, gender identity, marital status, medical condition, veteran status, physical or mental disability, or on the basis of these perceived characteristics or based on association with a person or group with one or more of these actual or perceived characteristics.

IV. SAFE ZONE STATEMENT

I am a member of the Safe Zone community network at SJSU, and I am available to listen and support you in a safe and confidential manner. As a Safe Zone Ally, I can help you connect with resources on campus to address problems you may face that interfere with your academic and social success on campus as it relates to issues surrounding sexual orientation and gender identity. My goal is to help you be successful and to maintain a safe and equitable campus.

V. DIVERSITY STATEMENT

I consider this classroom to be a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicity, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and non-visible differences. All members of this class are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class.

VI. PREFERRED NAME& PREFERRED GENDER PRONOUNS

Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

15. TECHNICAL PART

I. 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
- **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>

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](#)