

ARTC111 : Art and Design Foundations: 2-D

General Information

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Course Code (CB01) :	ARTC111
Course Title (CB02) :	Art and Design Foundations: 2-D
Department:	Visual & Performing Arts
Proposal Start:	Fall 2021
TOP Code (CB03) :	(1002.00) Art (Painting, Drawing, and Sculpture)
SAM Code (CB09) :	Non-occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000367835
Curriculum Committee Approval Date:	10/04/2013
Board of Trustees Approval Date:	11/14/2013
External Review Approval Date:	11/14/2013
Course Description:	This course provides an introduction to the concepts, applications, and historical references related to two-dimensional art and composition, including the study of basic design principles and elements of line, shape, texture, value, and color. A combined lecture and studio approach provides students with the opportunity to develop a visual vocabulary for creative expression through traditional, hands-on art production methods and materials. Digital tools are not used in this course.
Submission Type:	Mandatory Revision This is a cyclical review, with updated methods of instruction, methods of evaluation, and textbook. The course title has been expanded. This course was last assessed in spring 2018; the assessment did not affect this revision.
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	<ul style="list-style-type: none">• Art
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

Course Formerly Known As

Course Formerly Known As

2D Design

Course Development Options

Basic Skills Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

Rationale For Credit By Exam/Challenge

No value

Course Support Course Status (CB26)

Course is not a support course

Course Special Class Status (CB13)

Course is not a special class.

Allowed Number of Retakes

0

Retake Policy Description

Type:|Non-Repeatable Credit

Grade Options

- Letter Grade Methods
- Pass/No Pass

Course Prior To College Level (CB21)

Not applicable.

Allow Students To Audit Course

Associated Programs

Course is part of a program (CB24)

Associated Program

Award Type

Active

CC Liberal Arts: Arts & Humanities

A.A. Degree Major

Summer 2018 to Fall 2020

CC Studio Arts for Transfer

A.A. Degree for Transfer

Summer 2018

Associate in Arts in Art History for Transfer Degree

A.A. Degree for Transfer

Spring 2018 to Fall 2018

CSU General Education (CSU GE Breadth)

Certificate of Achievement

Fall 2020

Liberal Arts: Arts & Humanities Associate in Arts Degree

A.A. Degree Major

Fall 2020

CSU General Education (CSU GE Breadth) (In Development)

Certificate of Achievement

Fall 2021

Liberal Arts: Arts & Humanities Associate in Arts Degree (In Development)

A.A. Degree Major

Spring 2022

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

Cerro Coso General Education Requirements

Categories	Status	Approval Date	Comparable Course	
Area 3.2	Humanities Arts	Approved	No value	No Comparable Course defined.

Categories

Status

Approval Date

Comparable Course

CSU General Education Certification

Categories	Status	Approval Date	Comparable Course	
Area C.1	Arts & Humanities Arts	Approved	No value	No Comparable Course defined.

Categories

Status

Approval Date

Comparable Course

Cerro Coso General Education Requirements

Categories	Status	Approval Date	Comparable Course	
Area 3.1	Humanities Active Participation	Pending	No value	No Comparable Course defined.

Categories

Status

Approval Date

Comparable Course

Units and Hours

Summary

Minimum Credit Units (CB07)	3
Maximum Credit Units (CB06)	3
Total Course In-Class (Contact) Hours	108
Total Course Out-of-Class Hours	54
Total Student Learning Hours	162
Faculty Load	0

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Non-Credit Characteristic

No Value

Course Classification Status (CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	1.5	3
Laboratory Hours	4.5	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks) 18

Hours per unit divisor 54

Course In-Class (Contact) Hours

Lecture 27

Laboratory 81

Activity 0

Total 108

Course Out-of-Class Hours

Lecture 54

Laboratory 0

Activity 0

Total 54

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: 0

Faculty Load: 0

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Advisory

ENGLC101 - Freshman Composition

In Art C111, students are expected to read a standard college level design textbook, read relevant design essays, and write clearly structured responses and/or short essays, all skills taught in English C101: Freshman Composition. **Outcomes**

- Read, analyze, and evaluate a variety of university-level texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Develop varied and flexible strategies for generating, drafting, and revising essays.
- Evaluate the style of one's own writing and the writing of others and self-correct for greater clarity and directness.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.

OR

Entrance Skills

Entrance Skills

Description

No value

No value

Limitations on Enrollment

Limitations on Enrollment

Description

No value

No value

Specifications

Methods of Instruction

Methods of Instruction

Lecture

Rationale

Instructor presents a lecture on some of the organizing principles of two-dimensional design: unity, emphasis, scale and proportion, and balance.

Methods of Instruction

Audiovisual

Rationale

Instructor presents a series of images that demonstrate the various methods of establishing emphasis within a design.

Methods of Instruction

Demonstration

Rationale

Instructor demonstrates how to create a point of emphasis using contrast and color.

Methods of Instruction

Project-based learning

Rationale

Using a limited color palette, students create a clear focal point within a two-dimensional design through the principle of contrast.

Methods of Instruction

Discussion

Rationale

Instructor moderates a student discussion on how popular culture influences contemporary trends in two-dimensional design.

Assignments

Design projects, library research, image or material collection, written essays, museum and gallery visits, attendance at cultural events. Example: Students are required to collect imagery from contemporary magazines to bring to class to support the completion of a project related to the successful application of the principle of proportion.

Methods of Evaluation

Rationale

Other	Portfolio review. Example: Instructor and students will examine, discuss, and critique the body of student work created during the semester.
Participation	Participation. Example: Students will engage in group and individual critiques in oral or written formats.
Tests	Written assignments, which may include quizzes, essays, vocabulary lists, exams, or reports. Example: Students complete multiple choice quizzes to assess knowledge of the principles of design.
Project	Projects. Example: Students plan, design, and construct a book cover using the elements of line, texture and color.
Distance Education Description: how outcomes are evaluated	Instructor evaluation of student work in distance education courses is the same as in on-ground courses, except that this evaluation is presented virtually. Example: students upload photographs of design drawings to an assignment page, which the instructor evaluates through the use of a rubric and written comments.

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
Pentak, Stephen, and Lauer, David	Design Basics, 9th Edition	Cengage	2015	This is the most recent edition of this standard design textbook.

Other Instructional Materials

No Value

Materials Fee

\$10. This fee pays for art materials that will result in art projects that students will take with them. Typical materials include: 9 x 12 sketch pad, \$6.35, mat board, \$1.60, colored and patterned papers, \$3.49, drawing media (pencils, charcoal, art markers, pens and inks, color pencils), \$14.57, for a total of \$26.01.

Learning Outcomes and Objectives

Course Objectives

Demonstrate a working knowledge and understanding of the basic elements of two-dimensional art, including line, shape, texture, value, color, and spatial illusion.

Demonstrate a working knowledge and understanding of the organizing principles of two-dimensional art, including balance, proportion, repetition, contrast, harmony, unity, point of emphasis, and visual movement.

CSLOs

Create visual compositions that successfully incorporate the basic elements and organizing principles of two-dimensional art.

Expected SLO Performance: 70.0

<i>Visual & Performing Arts</i> Studio Arts AA Degree for Transfer	3. Demonstrate proficiency in basic foundation level art techniques and practices. Assessment:This will be assessed by successful completion of student projects, evaluated with a rubric.
	4. Use a wide range of materials and means of expression to communicate visual ideas, including traditional or digital studio practices. Assessment:This will be assessed by successful completion of student projects, evaluated with a rubric.
<i>Visual & Performing Arts</i> Default Department A.A. Degree for Transfer	4. Demonstrate familiarity with a variety of art production processes. Assessment:Project, scored with a rubric in Art C101, Art C111, Art C115, Art C121, Art C131, Art C141, and Art C151.

Execute individual aesthetic decisions and judgments related to their own artwork.

Expected SLO Performance: 70.0

<i>Visual & Performing Arts</i> Studio Arts AA Degree for Transfer	3. Demonstrate proficiency in basic foundation level art techniques and practices. Assessment:This will be assessed by successful completion of student projects, evaluated with a rubric.
	4. Use a wide range of materials and means of expression to communicate visual ideas, including traditional or digital studio practices. Assessment:This will be assessed by successful completion of student projects, evaluated with a rubric.
	2. Identify the formal, technical and expressive aspects in visual artworks, using critical skills to describe, analyze, interpret and evaluate such works. Assessment:This will be assessed through participation in group and individual critiques in oral or written formats.
<i>Visual & Performing Arts</i> Default Department A.A. Degree for Transfer	1. Analyze and interpret the formal, technical, and expressive aspects of a work of art, whether as a historian, viewer, or creator. Assessment:Essay, scored with a rubric in Art C105, Art C106, Art C106H, Art C107, and Art C108. Written journal entry in Art C101. Oral or written critique in Art C111, Art C115, Art C121, Art C131, Art C141, and Art C151.

Use a variety of artistic materials, techniques, and tools.

Expected SLO Performance: 70.0

<i>Visual & Performing Arts</i> Studio Arts AA Degree for Transfer	3. Demonstrate proficiency in basic foundation level art techniques and practices. Assessment:This will be assessed by successful completion of student projects, evaluated with a rubric.
	4. Use a wide range of materials and means of expression to communicate visual ideas, including traditional or digital studio practices. Assessment:This will be assessed by successful completion of student projects, evaluated with a rubric.
<i>Visual & Performing Arts</i> Default Department A.A. Degree for Transfer	4. Demonstrate familiarity with a variety of art production processes. Assessment:Project, scored with a rubric in Art C101, Art C111, Art C115, Art C121, Art C131, Art C141, and Art C151.

Translate ideas and visual experience into images.

Expected SLO Performance: 70.0

<i>Visual & Performing Arts</i> Studio Arts AA Degree for Transfer	4. Use a wide range of materials and means of expression to communicate visual ideas, including traditional or digital studio practices. Assessment:This will be assessed by successful completion of student projects, evaluated with a rubric.
	3. Demonstrate proficiency in basic foundation level art techniques and practices. Assessment:This will be assessed by successful completion of student projects, evaluated with a rubric.

<i>Visual & Performing Arts</i> Default Department A.A. Degree for Transfer	4. Demonstrate familiarity with a variety of art production processes. Assessment:Project, scored with a rubric in Art C101, Art C111, Art C115, Art C121, Art C131, Art C141, and Art C151.
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Discuss, critique, and evaluate two-dimensional compositions.

Expected SLO Performance: 70.0

<i>Visual & Performing Arts</i> Studio Arts AA Degree for Transfer	2. Identify the formal, technical and expressive aspects in visual artworks, using critical skills to describe, analyze, interpret and evaluate such works. Assessment:This will be assessed through participation in group and individual critiques in oral or written formats.
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<i>Visual & Performing Arts</i> Default Department A.A. Degree for Transfer	3. Apply art historical terminology and methodology in analyzing and interpreting works of art. Assessment:Exam in Art C105, Art C106, Art C106H, Art C107, and Art C108. Essay or written critique in Art C111.
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Examine, compare, and analyze historical and contemporary examples of two-dimensional art.

Expected SLO Performance: 70.0

<i>Visual & Performing Arts</i> Studio Arts AA Degree for Transfer	1. Demonstrate knowledge of the arts through associated terminology, historical practices and contemporary developments. Assessment:This will be assessed with the following tools: quizzes, tests and written assignments.
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<i>Social Science</i> PLOs for CSU GE COA	Evaluate the significance of artistic and cultural constructions.
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<i>ISLOs</i> Core ISLOs	Students who are completing a program will be able to access, evaluate, and effectively use information.
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<i>English</i> Liberal Arts: Arts & Humanities AA Degree	Describe how people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation.
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Evaluate, create, or perform artistic and cultural constructions.

<i>Visual & Performing Arts</i> Default Department A.A. Degree for Transfer	2. Discuss works of art representative of diverse cultures and regions within a historical and social context. Assessment:Essay, scored with a rubric in Art C101, Art C105, Art C106, Art C106H, Art C107, and Art C108. Quiz in Art C115.
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Outline

Course Outline

1. Two-Dimensional Design Concepts
 - a. Communicating ideas
 - b. Content
 - c. Form
 - d. Purpose
2. Design Elements and Terminology
 - a. Format
 - b. Line
 - c. Shape
 - d. Value
 - e. Color
 - f. Texture and pattern
 - g. Type
 - h. Illusion of space
 - i. Implied motion

3. Design Principles of Organization

- a. Balance
- b. Unity and harmony
- c. Repetition
- d. Proportion and scale
- e. Emphasis
- f. Rhythm
- g. Visual hierarchy

4. Motion and Time

- a. Spatial illusion
- b. Motion
- c. Screen Based Motion
- d. Screen Based Media

5. Message; Medium; and Communication

- a. Concept
- b. Format
- c. Medium; materials and tools
- d. Audience
- e. Research

6. Visual Arrangement

- a. Formal and conceptual approaches
- b. Structuring the page
- c. Compositional strategies
- d. Relationship between elements
- e. Relationship between elements and principles
- f. Problem solving

7. Evolution of two-dimensional design

- a. Historical periods
- b. Contemporary
- c. Genres
- d. Cultures
- e. Contexts

8. Contemporary design trends

- a. Evolving media
- b. Globalization
- c. Visual culture

Lab Outline

Laboratory Activities will include:

1. Translating Ideas into Images

- a. Generating design concepts
 - i. Evaluating work and making aesthetic judgments
- b. Selection of process
- c. Format
- d. Problem solving
 - i. Individual
 - ii. Group
 - iii. Contemporary references
 - iv. Historical references
 - v. Medium based solutions

2. Project implementation

- a. Utilizing elements of design
- b. Organizing elements using principles of design
- c. Materials
- d. Techniques
- e. Tools

3. Critique processes
 - a. Application of vocabulary
 - b. Analysis and assessment
 - c. Commentary
 - d. Individual critiques
 - e. Group critiques

Delivery Methods

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

- Face to face
- Online (purely online no face-to-face contact)
- Online with some required face-to-face meetings ("Hybrid")
- iTV – Interactive video = Face to face course with significant required activities in a distance modality

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section? Describe the ways in which instructor-student contact and student-student contact will be facilitated in the distance ed environments.

All assignments and SLO assessments in distance education courses (online, hybrid and iTV) of Art C111 are the same as those in the on ground courses, except that students in purely online sections will submit all of their assignments virtually, and students in hybrid sections will submit some of their assignments virtually. Instructor evaluation of student work in distance education courses is the same as in the on ground courses, except that evaluation of student work in online and hybrid courses is presented virtually. Instead of onsite lectures, hybrid and online courses will use written lectures and videos. The documentation of completed work is done through uploading of photographic images or design documents in specific file formats. Student-instructor contact may include, but is not limited to, the following: discussion forums, learning management system messages, announcements, email, chat, online video conference, and feedback on each student's work. Student-student contact may include, but is not limited to, the following: discussion forums, chat, online video conference, learning management system messages, email, group work, and peer reviewed projects.

Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other

- Discussion Forums
- Message
- Chat/Instant Messaging
- E-mail
- iTV - Interactive Video

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

NA

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

- iTV—Interactive Video only
- Learning management system

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

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Emergency Distance Education Options The course will operate in remote delivery mode when all or part of the college service area is under an officially declared city, county, state, or federal state of emergency, including (check all that apply) - Online including all labs/activity hours - Hybrid with online lecture and onsite lab/activity hours - Correspondence education in high school and prison facilities - None. This course will be cancelled or paused if it cannot be held fully onsite.

- Online including all labs/activity hours
- Hybrid with online lecture and onsite lab/activity hours