



North Central Michigan College Master Course Syllabus

PART 1:

Course Name: Two-Dimensional Design

Course Number: ARTS 100

Credit Hrs. 3

Lecture Hrs. 3

Lab Hrs. 0

Clinical Hrs. 0

Variable Hrs. 0

Total Hours of Instruction: 3

Total Contact Hours: 52.8

(Total Contact hour's formula: (lecture hrs. + lab hrs. + clinical hrs) x 17.6)

Course Description:

A basic introduction to the visual world. The student will discover; a visual vocabulary and build an understanding of the elements and principles of design as they apply to work in two dimensions. Several mediums will be explored.

Prerequisite (s): None

Co-requisite (s): None

Course Objectives:

- Analyze the elements of design in various mediums and contexts.
- Apply fundamental design principles to the creation of two-dimensional art.
- Interpret the role composition plays in the visual impact of a work of art.
- Analyze the role of color in the creation of two-dimensional art.
- Use of vocabulary necessary to objectively critique two-dimensional work.

Reasonable accommodations can be provided for students with documented disabilities. Please contact Learning Support Services to arrange for these (231)348-6687 or (231)348-6817, Room 533 SCRC.



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PART 2:

Lumina DQP outcomes and linked course objectives

(Please identify all Lumina DQP outcomes supported by this course, including the complete language of each outcome as shown on Part 3 of this syllabus. Under each Lumina DQP outcome, please list any course objectives that support the prior DQP outcome.)

Lumina DQP Outcome 1: Describes the scope and principal features of the field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.

- Analyze the elements of design in various mediums and contexts.
- Interpret the role composition plays in the visual impact of a work of art.
- Analyze the role of color in the creation of two-dimensional art.

Lumina DQP Outcome 2: Illustrates contemporary terminology used in the field.

- Analyze the elements of design in various mediums and contexts.
- Analyze the role of color in the creation of two-dimensional art.
- Use of vocabulary necessary to objectively critique two-dimensional work.

Lumina DQP Outcome 3: Generates substantially error-free products, reconstructions, data, juried exhibits or performances as appropriate to the field.

- Apply fundamental design principles to the creation of two-dimensional art.

Lumina DQP Outcome 6: Illustrates core concepts of the field while executing analytical, practical or creative tasks.

- Analyze the role of color in the creation of two-dimensional art.

Lumina DQP Outcome 7: Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.

- Analyze the role of color in the creation of two-dimensional art.

Lumina DQP Outcome 8: Assembles evidence relevant to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in analysis of these problems.

- Analyze the elements of design in various mediums and contexts.
- Interpret the role composition plays in the visual impact of a work of art.
- Analyze the role of color in the creation of two-dimensional art.

Lumina DQP Outcome 10: Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.

- Analyze the elements of design in various mediums and contexts.

Lumina DQP Outcome 11: Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, papers or performance in his or her program.

- Apply fundamental design principles to the creation of two-dimensional art.



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Suggested Methods of Instruction:

Lecture, demonstrations, slides and video presentations, handouts, in-class project assignments, homework project assignments, sketchbook requirements and class critiques

Suggested Methods of Assessment and Evaluation:

Class work and homework assignments will be viewed and critiqued at the beginning of each appropriate class session. Grades will be assigned according to the specific criteria for each assignment.

Adopted Text at Time of Course Adoption/Revision: None

OPTIONAL SUPPLEMENTARY MATERIALS: Stewart, Mary, *Launching the Imagination*, McGraw-Hill, Publishing Company, 2006

Topics Covered During the Semester:

Sequence of topics and time allowance are at the discretion of the instructor.

Week 1: Intro to Elements and Principles of design.

Week 2: Shape. Geometric, Organic, Positive and negative shape

Week 3: Value

Week 4: Color vocabulary, interactions, harmonies, expression

Week 5: Color project

Week 6: Unity and Variety, Balance – radial, symmetrical, asymmetrical

Week 7: Project work time

Week 8: Movement and Rhythm, Pattern and Repetition

Week 9: Project work time

Week 10: Emphasis and Focal Point

Week 11: Project work time

Week 12: Vocabulary/ concepts test

Week 13: Final Project Design Problem

Week 14: Project work time

Week 15: Project work time

Week 16: Final Critique

Section 1 & Section 2 approved by CRDAP on: 03 25 14

Section 2 approved by AD:

Date:

Section 2 approved by CRDAP Chair:

Date:



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PART 3:

Use this reference sheet in Part 2 of Master Course Syllabus

Specialized Knowledge

1. Describes the scope and principal features of the field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.
2. Illustrates contemporary terminology used in the field.
3. Generates substantially error-free products, reconstructions, data, juried exhibits or performances as appropriate to the field.

Broad Integrative Knowledge

4. Describes how existing knowledge or practice is advanced, tested and revised
5. Describes and examines a range of perspectives on key debates and their significance both within the field and in society.
6. Illustrates core concepts of the field while executing analytical, practical or creative tasks.
7. Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.
8. Assembles evidence relevant to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in analysis of these problems.
9. Describes the ways in which at least two disciplines define, address and interpret the importance of a contemporary challenge or problem in science, the arts, society, human services, economic life or technology.

Intellectual Skills – Analytic Inquiry

10. Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.

Intellectual Skills – Use of Information Resources

11. Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, papers or performance in his or her program.

Intellectual Skills – Engaging Diverse Perspectives

12. Describes how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts and/or global relations.

Intellectual Skills – Communication Fluency

13. Presents accurate calculations and symbolic operations, and explains how such calculations and operations are used in either his or her specific field of study or in interpreting social and economic trends.
14. Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences.

Applied Learning

15. Describes in writing at least one substantial case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting; applies that learning to the question; and analyzes at least one significant concept or method related to his or her course of study in light of learning outside the classroom.
16. Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.

Civic Learning

17. Describes his or her own civic and cultural background, including its origins and development, assumptions, and predispositions.
18. Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices are involved.
19. Takes an active role in a community context (work, service, co-curricular activities, etc.), and examines the civic issues encountered and the insights gained from the community experience.

The Degree Qualifications Profile was adopted by CRDAP: April 11, 2012