



North Central Michigan College Master Course Syllabus

PART 1:

Course Name: Three-Dimensional Design

Course Number: ARTS 101

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:

Introduces students to the basic principles and elements of design as they apply to three-dimensional form and space. Students work with a variety of media in additive, subtractive and modular approaches to making forms in three dimensions.

Prerequisite (s): None

Co-requisite (s): None

Course Objectives:

By the end of this course the student should be able to:

- Apply fundamental design principles to the creation of three-dimensional work.
- Define form and space through the use of point, line, shape, plane, mass and volume.
- Illustrate the effects of gravity and balance on structure and form.
- Use the vocabulary necessary to objectively critique three-dimensional work.
- Employ support drawings and maquettes to develop an idea in three dimensions.
- Analyze the effect of light and shadow on three-dimensional forms.

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.

- Employ support drawings and maquettes to develop an idea in three dimensions.
- Analyze the effect of light and shadow on three-dimensional forms.

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

- Define form and space through the use of point, line, shape, plane, mass and volume.
- Use the vocabulary necessary to objectively critique three-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 three-dimensional work.
- Define form and space through the use of point, line, shape, plane, mass and volume.
- Illustrate the effects of gravity and balance on structure and form.

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

- Apply fundamental design principles to the creation of three-dimensional work.
- Define form and space through the use of point, line, shape, plane, mass and volume.
- Illustrate the effects of gravity and balance on structure and form.
- Employ support drawings and maquettes to develop an idea in three dimensions.

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

- Apply fundamental design principles to the creation of three-dimensional work.
- Define form and space through the use of point, line, shape, plane, mass and volume.
- Illustrate the effects of gravity and balance on structure and form.
- Employ support drawings and maquettes to develop an idea in three dimensions.

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

- Define form and space through the use of point, line, shape, plane, mass and volume.
- Illustrate the effects of gravity and balance on structure and form.
- Employ support drawings and maquettes to develop an idea in three dimensions.



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Suggested Methods of Instruction:

Lecture, demonstrations, slide and video presentations, textbook reading assignments, handouts, sketch book assignments, in-class project assignments, homework project assignments, quizzes, participation in critiques and field trips

Suggested Methods of Assessment and Evaluation:

Class work and homework assignments will be viewed and critiqued at the beginning of each appropriate class session. These critiques are an essential part of the learning experience, and attendance is mandatory. Projects will be graded. A written exam will be given. Class time will often include the viewing of slides as learning tools, and the ideas discussed will be included on the written exam. The course grade will be based on points, with a total of 100 points possible.

Adopted Text at Time of Course Adoption/Revision:

Zelanski, Paul and Fisher, Mary Pat.

1995. Shaping Space. Second Edition. Wadsworth Publishing Company

OPTIONAL SUPPLEMENTARY MATERIALS:

Principles of Form and Design by Wucius Wong

Principles of Three-Dimensional Design by Wucius Won

Topics Covered During the Semester:

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

- Week 1: Intro and Overview, Elements and Principles of 3-D design
- Week 2: Line problem. Sketching and making maquettes to develop ideas.
- Week 3: Relief project.
- Week 4: Casting.
- Week 5: Planar module constructions.
- Week 6: Planar module constructions.
- Week 7: Additive
- Week 8: Additive
- Week 9: Additive
- Week 10: Subtractive Project
- Week 11: Subtractive Project
- Week 12: Subtractive Project
- Week 13: Installation
- Week 14: Installation
- Week 15: Installation
- Week 16: Final Critique and exam

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