

**Department** : ART  
**Course Title** : DESIGN 1  
**Section Name** : ARTS 1311.F50C  
**Start Date** : 08/25/2014  
**End Date** : 12/10/2014  
**Modality** : FACE TO FACE  
**Credits** : 3

### **Instructor Information**

**Name** : Barry Phillips III  
**OC Email** : bphillips@odessa.edu  
**OC Phone #** : 432-335-6490

## **Course Description**

An introduction to the fundamental terminology, concepts, theory, and application of two-dimensional design.

## **Prerequisites/Corequisites**

None

## **ICO#s**

1,2,4,6

## **Course Objectives**

Upon successful completion of this course, students will:

1. Identify and apply the elements of art and principles of two-dimensional design.
2. Employ discipline specific vocabulary in the evaluation of the two-dimensional design problems.
3. Demonstrate skill in aesthetic problem solving within assigned parameters.
4. Demonstrate an appropriate level of professional practice, including safety, craft, and presentation.

## Required Readings/Materials

Art supplies as needed for specific lab assignments. Please consult with instructor.

## Course Requirements (Lectures, Assignments and Assessments)

Students are expected to attend all class meetings and complete 4 art portfolios as outlined under Coursewo

## Portfolio 1

**Topic/Overview:** This portfolio focuses on formal design using 2D media

## Summary of Portfolio 1 Assignments & Activities

Item(Name)	Type	Description
Portfolio 1	Lab assignments; Form/Content essay	

---

## Portfolio 2

**Topic/Overview:** This portfolio focuses on formal design using 2D media

### Summary of Portfolio 2 Assignments & Activities

Item(Name)	Type	Description
Portfolio 2	Lab assignments; Form/Content essay	

## Portfolio 3

**Topic/Overview:** This portfolio focuses on representational design using 2D media

### Summary of Portfolio 3 Assignments & Activities

Item(Name)	Type	Description
Portfolio 3	Lab assignments; Form/Content essay	

## Portfolio 4

**Topic/Overview:** This portfolio focuses on representational design using 2D media.

### Summary of Portfolio 4 Assignments & Activities

Item(Name)	Type	Description
Portfolio 4	Lab assignments; Form/Content essay (Final Exam)	

## Grading Policy

The instructor will provide grades on assignments within 7 days of posted due dates. Credit will not be given in after the posted due dates.

Point total for course	Grade for course
900 - 1000	A
800 - 899	B
700 - 799	C
600 - 699	D
0 - 599	F

## Grading Rubric for ART PORTFOLIO (20 points possible)

CRITERIA	Not Present 0-1/F	Emerging 2/D	Developing 3/C	Proficient 4/B	Exemplary 5/A
PRESENTATION	No portfolio submitted.	Portfolio submitted late.	Portfolio submitted on time. Craftsmanship needs improvement.	Portfolio submitted on time. Craftsmanship meets expectations.	Portfolio submitted on time. Craftsmanship exceeds expectations.
QUANTITY	No portfolio submitted.	Many assignment solutions are missing from the portfolio.	At least one assignment solution is missing from the portfolio.	Required number of assignment solutions are included in the portfolio.	Portfolio includes more than the required number of assignment solutions.
CONCEPT	No portfolio submitted.	Portfolio demonstrates limited understanding of the assignment directions.	Portfolio demonstrates adequate understanding of the assignment directions.	Portfolio demonstrates good understanding of the assignment directions.	Portfolio demonstrates excellent understanding of the assignment directions.
AESTHETICS	No portfolio submitted.	Assignment solutions create low visual appeal/interest.	Assignment solutions create moderate visual appeal/interest.	Assignment solutions create high visual appeal/interest.	Assignment solutions create extremely high visual appeal/interest.

## Grading Rubric for FORM AND CONTENT PARAGRAPHS (20 points possible)

Criteria	Not Present 0-1/F	Emerging 2/D	Developing 3/C	Proficient 4/B	Exemplary 5/A
ORGANIZATION	No paragraph submitted or submitted late for 1/2 credit.	Topic sentence is absent. Supporting sentences are unclear or not related to topic. Less than 50 words.	Topic sentence is weak or unclear. Supporting sentences are clear and but not in logical order. 50-100 words.	Topic sentence is clear. Supporting sentences are clear and logically organized. 100-150 words.	Topic sentence is strong. Supporting sentences are clear and logically organized. More than 150 words.
CONTENT/IDEAS	No paragraph submitted or submitted late for 1/2 credit.	Topic is not clearly addressed. No supporting ideas and no examples. Less than 50 words.	Topic is addressed but needs further elaboration. Supporting ideas and examples are weak. 50-100 words.	Topic is sufficiently addressed. Supporting ideas and examples are adequate. 100-150 words.	Topic is thoroughly addressed. Supporting ideas and examples are exceptional. More than 150 words.
STYLE/FLUENCY	No paragraph submitted or submitted late for 1/2 credit.	Incorrect sentence structure or vocabulary. Difficult to read. Less than 50 words.	Simple sentences and basic vocabulary. Sufficiently readable. 50-100 words.	Variety of sentence structure and advanced vocabulary. Very readable. 100-150 words.	Sophisticated variety of sentence structure and rich vocabulary. Highly readable. More than 150 words.
MECHANICS/ CONVENTIONS	No paragraph submitted or submitted late for 1/2 credit.	Many errors that interfere with reading or obscure meaning. Less than 50 words.	Several errors that interfere with reading but do not obscure meaning. 50-100 words.	Few errors that do not interfere with reading or meaning. 100-150 words.	No errors. Meaning is clear. More than 150 words.

The Odessa College Student Success Coaches are available to help you stay focused and on track to complete your educational goals. If you see that you might need additional help or success coaching, he or she may submit a Retention Alert or a Starfish Alert. A Student Success Coach will then contact you to work toward a solution.

### **Special Needs**

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act. If you have special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact your instructor to discuss your concerns. You may also call the Office of Disability Services at 432-335-6861 to request assistance and accommodations.

### **Learning Resource Center (Library)**

The OC Library, known as the [Learning Resources Center](#), provides research assistance via the [LRC's catalog \(print books, videos, and e-books\)](#), [Research guides](#) covering specific subject areas, [tutorials](#), and the "Ask a Librarian" service provided by [librarians](#).

### **Student E-mail**

Please access your [Odessa College Student E-mail](#), by following the link to either set up or update your account: <http://www.odessa.edu>

### **Student Portal**

Please access your [Odessa College Student E-mail](#), by following the link to either set up or update your account: <http://www.odessa.edu>

## **Technical Support**

For Blackboard username and password help and for help accessing your online course availability and student email account, contact the IT Center at 432-335-6878 or online at [https://www.odessa.edu/dept/ssc/helpdesk\\_form.htm](https://www.odessa.edu/dept/ssc/helpdesk_form.htm).

## **Important School Policies**

For information regarding student support services, academic dishonesty, disciplinary actions, special accommodations, or student rights to academic freedom can be found in the [Odessa College Student Handbook](#).

## **Expectations for Engagement - Online Learning**

To help make the web-based learning experience fulfilling and rewarding, the following Expectations for Engagement provide the reasonable engagement between students and instructors for the online learning environment. Students and instructors are we requirements.

### **Reasonable Expectations of Engagement for Instructors**

As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication,

- provided my contact information at the beginning of the syllabus;
- respond to all messages within 24 hours if received Monday through Thursday and within 48 hours if received on Friday, Saturday, and Sunday;

- notify students of any extended times that I will be unavailable and provide them with alternative contact information (e.g., supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to ensure this, I will
    - provide clear information about grading policies and assignment requirements in the course syllabus, and
    - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
  3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. In order to ensure this, I will
    - post grades for discussion postings within one week of the discussion thread closing.
    - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment, whichever comes first.

### **Reasonable Expectations of Engagement for Students**

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
  - line up alternative computer and internet access in case my primary computer crashes or my internet services are down.
  - recognize that the college provides free wi-fi and computer labs during regular campus hours to help me with my work.
  - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or non-completion of assignments if my equipment or service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that may affect my attendance or performance in the class. This includes, but is not limited to

- getting "kicked off" of the system during tests or quizzes;
  - having trouble submitting assignments; and
  - dealing with a traumatic personal event.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the instructor is available for help and clarification, I will
- seek out help from my instructor and/or from tutors;
  - ask questions if I don't understand; and,
  - access my course several times during the week to keep up with assignments and announcements.

### **Expectations for Engagement - Face to Face Learning**

To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters of engagement between students and instructors for the learning environment. Students and instructors are welcome to exceed these expectations.

#### **Reasonable Expectations of Engagement for Instructors**

As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication with my students, I will

- provided my contact information at the beginning of the syllabus;
- respond to all messages in a timely manner through telephone, email, or next classroom contact; and,
- notify students of any extended times that I will be unavailable and provide them with alternative contact information (e.g., department supervisor) in case of emergencies during the time I'm unavailable.

2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In one area, I will
  - provide clear information about grading policies and assignment requirements in the course syllabus, and
  - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. If informed about their progress, I will
  - return classroom activities and homework within one week of the due date and
  - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment, whichever comes first.

### **Reasonable Expectations of Engagement for Students**

As a student, I understand that I am responsible for keeping up with the course. To help with this, I will

- attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;
  - recognize that the college provides free wi-fi, computer labs, and library resources during regular campus hours to help with completing my assignments; and,
  - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or non-completed work if computer equipment or internet service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that affects my attendance or performance in the class. This includes, but is not limited to,
    - missing class when a major test is planned or a major assignment is due;
    - having trouble submitting assignments;
    - dealing with a traumatic personal event; and,
    - having my work or childcare schedule changed so that my classroom attendance is affected.
  3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the

instructor is available for help and clarification, I will

- seek out help from my instructor and/or from tutors;
- ask questions if I don't understand; and,
- attend class regularly to keep up with assignments and announcements.

**The SEI (Student Evaluation of Instruction) process for face-to-face and online courses will be available during the last semester.**