

# Art 031 / Two Dimensional Design / Professor Hoffman

Section ???; T/Th 6:00 – 8:50 PM, SH 205

## Course Objectives and Structure

This course is an introduction to the formal properties of art and design. My main goal is to teach you how to discover and understand the visual structures underlying the subject matter of art by building a formal vocabulary through experimentation and practice.

The course is project based. Each project is introduced with a slide lecture and finished with a critique. In between there will be demonstrations and studio days. Slide lectures will explain the concepts and goals of the project and put the investigation in a historical context. I will also show examples of relevant contemporary artwork as well as past student projects. Use of studio days and critiques are explained below.

## Projects

There are 6 projects due during the term. Plan on spending at *least* six hours a week working on projects outside of class (more on Project #3, less on Project #5). The last four weeks (Project #6) will be particularly heavy.

Projects must be ready at the start of class on due dates or group critique of your work is forfeited. A late project is graded down one half grade for every day it is late. Note that every day is counted, not just class days. For example a project due on a Monday that is not handed in until Wednesday will be considered two days late, not one. A “B” project handed in a week late will be graded as a “D-”.

Extensions on projects will *not* be granted. However, you may revise and resubmit projects any time during the term up until Friday December 9<sup>th</sup> (the last day of regular classes) and they will be re-graded (no formal critique). In order to be considered, the re-submission *must be accompanied by the grade sheet handed back with the project* (so save these). If you originally handed in the project late the re-submission will be graded down the same amount. This is to encourage you to meet your deadlines, revise and improve the project and utilize feedback from critiques and grades.

Except where noted a projects grade is the result of three criteria:

- 1 *Conception*: an evaluation of your fundamental solution to the problem proposed *as it is articulated by the artwork* (in other words, I do not evaluate your *intention*).
- 2 *Clarity of design*: how well the project is designed. This is an evaluation of the formal issues involved; the role and handling of the Unifying Principles of Design.
- 3 *Quality of execution*: an assessment of your craft, precision, clarity, consistency, and attention to detail when it is called for. In other words, neatness counts. A project that is produced in a rush always looks it.

## Workbook

Get a spiral bound drawing pad 11" x 14", bring it to every class and take notes during lectures and slide presentations and during critiques. Unless you purchase it with your name already printed on it, PUT YOUR NAME ON THE COVER. Each project is first worked out in this workbook in thumbnail (and often list) form. A thumbnail is a small drawing or draft done to solve the problem that the project presents. Keep in mind that when it comes to thumbnailing *more is better* and the numbers specified in the project descriptions are *minimums*. If you haven't solved the problem, keep going until you have.

Carry it with you out of class and record any and all observations and ideas that might be of use or are connected to the issues we are investigating. Use it to document ALL of your research for your projects. Draw in it, write in it, paint in it, paste / tape / staple photographs, clippings, paint samples in it. Use it as a place to think by treating it as a personal archive, resource and reference manual.

When I grade your workbook I will be looking for the following to be present and completed; project thumbnails (yes, I count them) and lists, samples, notes from lectures and demonstrations, notes from critiques, handouts and grade sheets.

The success of the creative process is a result of three things; *time*, *effort* and *risk*. The one factor that influences grades for *time* and *effort* is quantity. The reason for this is simple; most of the time creative problem solving is a result of having a wide range of possible solutions. *Risk* allows both discovery and invention. Your workbook will be graded for each of these factors equally.

Show me you're carrying your workbook on a day our class does not meet anywhere on or off campus *except the art building* and receive an extra two points towards your grade, offer good one time only, five points subtracted if you come to my house.

## Participation, Part 1

Much of this course is designed around and dependent upon the dynamic of the group and the dialogue that is created and sustained during the fifteen weeks of the semester. Everyone is equally responsible for that dynamic: all opinions are respected and needed. This of course means developing and articulating your own ideas (talking), but it **also** means working hard to involve others (listening, responding, asking questions, inventing ways to draw people into discussions and helping them articulate their experiences). My goal is to teach you how to use criticism in a constructive way so that it becomes a useful tool as you grapple with visual problems. In this way it is no different than a brush or drawing pencil; you must pick it up and make mistakes in order to learn how to use it. I give credit for bravery so speak up.

### *Participation; What You Can Do*

- 1) Arrive fully prepared for *every* class
- 2) Play an *active* role in discussions and critiques.
- 3) *Actively* support, engage and listen to your peers

### **Participation; What I Will Do**

- 1) Ask myself; "Have the student's comments **advanced** the level and depth of the critique or discussion?"
- 2) Ask myself; "Is the group dynamic and level of discussion **consistently** better because of the student's presence?"

Your participation grade is also affected by your attendance, since you cannot participate if you do not attend class (see below). On studio days you will be graded on the effort you invest in your work as well as efforts to help your peers and engage in informal but relevant discussions.

## ***Class Participation: Making Contributions that Count (mcgraw center for teaching and learning)***

Participating in class doesn't come easily to everyone. Some students feel comfortable speaking up in class, asserting their ideas and opinions, and taking center stage. Other students find it harder to hold the floor. But if the aim of class discussion is to learn from others and allow them to learn from you, lots of contributions count, including questioning, listening, and responding. Your discussion leader values these contributions, too.

- Ask a question that encourages someone to **clarify or elaborate on a comment**.
- Make a comment to **link two people's contributions**.
- **Explain that you found another person's ideas interesting** or useful, and describe why.
- **Build on what someone else has said**. Be explicit about the way you are extending the other person's thought.
- **Paraphrase a point** someone has already made and build on it.
- **Summarize several people's contributions**, taking into account a recurring theme in the discussion.
- **Ask a cause-and-effect-question** — for example, “Can you explain why you think it's true that if these things are in place, such and such would occur?”
- Find a way to **express appreciation for the insights you have gained** from the discussion. Be specific about what it was that helped you understand something better.
- **Disagree with someone in a respectful and constructive way**. You might reflect the comment back to the speaker to indicate that you have listened well. If possible, point out what is interesting or compelling in someone's comment before explaining why and how you disagree.

### **Participation, Part 2**

This is a studio art class with three different formats for classes; 1) *slide lectures* that introduce projects with examples, 2) *critiques* of finished projects that are examined in a discussion format. Attendance at these two types of classes is important for (I hope) obvious reasons. In between the intro lecture for a project and the critique for that project are, 3) *studio classes*. This is time for a variety of activities; idea and design generation (see **Workbook**, above), review of your thumbnails with me, media experimentation and execution of the project. Because you work independently during much of the studio class you might assume it is ok to work elsewhere, come to the beginning of class and then leave, or check in sometime during class. It's not. Because every artwork is unique it will develop and change as you create it and there are decisions to be made that cannot be anticipated or predicted.

So, what's the actual policy? The policy is that participation in all class work is required. Participation is 15% of your grade. The class meets 27 times. I allow you **two** unexcused absences. That leaves 25 classes when you are graded for your participation. You can earn one point towards your participation grade each of those class days. If you don't show up, you can't participate and therefore, can't receive a point. If you show up but do not participate you do not receive a point. What do I mean when I say “participate?” Review *Participation; What You Can Do* on the previous page.

Participation grading is as follows;

24-25 points	= A	18-19 points	= D
22-23 points	= B	17 and below	= F
20-21 points	= C		

What constitutes an “excused” absence? The university policy on attendance is stated as follows; “Regular class attendance is expected. Students should not be absent from class without adequate reason. An instructor need not allow a student to make up any work, normally graded in that course, which is missed as a result of an unexcused absence. *Excused absences include but are not limited to illness, scheduled college-related activities, death in the family, jury duty, and impassable roads.*” A written excuse from the appropriate authority is required for an absence to be considered excused.

## The Studio

Please remember that you are 1 of approximately 150 people who will be working in this studio over the next 15 weeks. You must clean up after yourself. Under no circumstances are you to use a razor or cutting tool on the worktables without a proper backing board.

## Field Trip

There will be an all-day field trip to New York City galleries (Chelsea) and a museum (MoMA, Whitney, Guggenheim *or* the Met) on a Friday sometime between late September and mid October. There will be a fee for the bus and for entrance to the museum. The bus fee is typically about \$30. The museum fee ranges from \$12 - \$22. I will collect bus fees in advance in class. You will be responsible for paying the museum entry fee on site. I recommend you pack a lunch although time will be allotted to eat dinner in Soho. We leave campus at 7:45 AM and return about 10:30 PM.

## Due Dates and Percentages

		% of Grade
Project #1	9/6	10%
Project #2	9/20	10%
Project #3	10/11	10%
Project #4	10/25	10%
Project #5	11/1	5%
Project #6	during scheduled finals period*	25%
Workbook	during scheduled finals period*	15%
Participation	ongoing	15%
	Total	100%

## \*Finals Schedule

TBD

*The finals class meeting is subject to the same attendance policy as any other class; please make your end of the semester plans accordingly.*

## Holidays and Schedule Adjustment Day

## FALL SEMESTER 2012

Residence Hall Occupancy Begins (New Students) .....	Saturday, Aug. 25
Residence Hall Occupancy for Incumbent Students .....	Sunday, Aug. 26
Residence Hall Occupancy continues for Incumbent Students .....	Monday, Aug. 27
Faculty Meeting.....	Monday, Aug. 27
Undergraduate Late Registration and Drop Period .....	Mon.-Sat., Aug. 27 -
Sept. 1 Graduate Late Registration and Drop Period .....	Mon.-Sat.,
Aug. 27 - Sept. 1 Last Day to Add a Course All Students.....	
Sunday, Sept. 2	
Life Long Learning Late Registration and Drop Period .....	Mon –Sat., Aug.27 -
Sept. 1 Saturday Classes Start .....	Saturday,
Sept. 1	
Labor Day Holiday (University Closed) .....	Monday, Sep. 3
Follow Monday Schedule.....	Tuesday, Sep. 4
Columbus Day Holiday- No Classes.....	Monday, Oct. 8 Mid
Term.....	Tuesday, Oct. 16
Thanksgiving Recess	
Begins – at end of classes .....	Tuesday, Nov. 20
Ends – 8:00 AM for UG and 7:00 AM for GR.....	Monday, Nov. 26 Last
Day of Regular Classes.....	Saturday, Dec. 8 Final
Examinations Begin .....	Monday, Dec. 10
Residence Hall Occupancy Ends.....	Friday, Dec. 14 Final
Examinations End .....	Saturday, Dec. 15
December Commencement .....	Saturday, Dec. 15
Last Day of Semester.....	Saturday, Dec. 15

**etc.**

Office Hours: Wednesdays 10:00 – 12:00 PM  
Tuesdays TBD  
Thursdays TBD

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Syllabus subject to change