

ART 140 | 2D DESIGN

SPRING 2021 | ONLINE

Instructor: Michelle Rozic | michelle.rozic@csun.edu

Group office hours: Tuesday 8:30-9am, no appointment, for real-time Q&A on the week's assignment

Individual office hours: Tuesday 9-10:30am

To schedule: www.calendly.com/michelle-rozic/office-hour

Zoom office hours link: <https://csun.zoom.us/j/87239322529>

Course website: canvas.csun.edu

CATALOG DESCRIPTION

Introduction to the 2-dimensional elements of art and principles of design that are the language of the visual arts. Foundation course stressing visual perception and an effective knowledge of the graphic means of expression and communication.

COURSE DESCRIPTION DETAIL

2D design refers to the underlying visual structure of 2D artwork; painting, drawing, printmaking, photography, graphic design and illustration. We will explore two-dimensional design's role in the creation of a visual language; developing visual sensitivity, technical skills, and an understanding of the creative process. This class is a requirement for art majors but we welcome non-art majors taking it as a GE course. No previous art experience is necessary.

What does it mean to study art and design?

In design class, we learn the concepts and practices that serve as a foundation for professional 2D visual work. Design is more than following rules. It requires artistic judgment since good design is not formulaic. At the same time, design is not purely spontaneous and improvisational. In this way, design is like dance or sports. What looks free and easy is built on a foundation of basic skills and practice. The goal of design is not to satisfy the designer's needs: the goal is to solve visual problems. During the semester, we'll cover topics like these—

- How to arrange elements on a page
- How color works
- What makes a good shape
- How to use the "rule of thirds"
- How to create emphasis
- Different kinds of contrast and why it's important
- How do designers use grids and spatial divisions?

MYTHS ABOUT ART & DESIGN

Myth #1. Art/design is subjective

When people say that art is subjective, they usually mean that we all have different tastes in art, movies and music, etc. But usually, this involves a comparison among works of similar quality. You may or may not like Adele, but virtually everyone will agree that she's a better singer than the bad vocalist who got thrown off a reality show. Art is the same. We can all tell the difference between good and poor (or beginning) work just like we can tell the difference between a good film and a poorly made film. It's true there are works of art that may not look like they required skill to create, but the skill is there if you know where to look.

Myth #2. Art/design is about therapeutic self-expression

We live in the aftermath of 60s counter-culture, especially here in California. In the 60s, the Esalen Institute in Big Sur was one of the dominant forces in the influential human potential movement and its concern for self-actualization. California was also the home of the California Self-Esteem commission (1987-1990), a task force that sought to lower crime rates, violence and academic failure by raising self-esteem. We still feel the echoes of these influences in the belief that art is therapeutic.

It's true that art can be therapeutic. But at the university level, art and design are not necessarily therapeutic. One analogy would be studying music. Playing music can be therapeutic and inspirational, but for professional musicians, playing is also work that requires study and practice. Studying art is similar. It takes discipline and practice to create a good website, work on movie visual effects or show at a gallery. We've discovered that many students like this professional orientation to design because it's practical and concrete. In our class, everything we do is based on concepts that have a broad range of application.

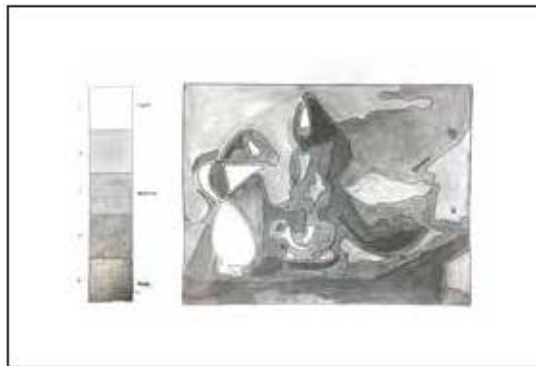
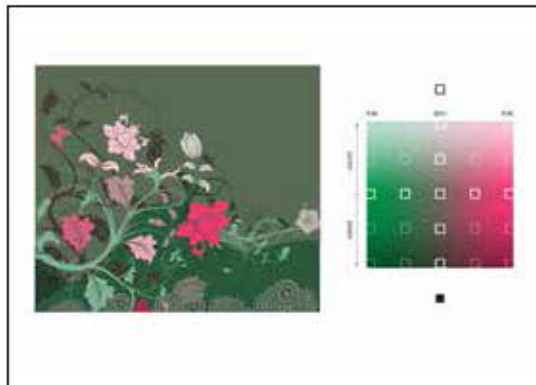
Myth #3. Art/design is freedom

In the US, we're taught to think of freedom as negative freedom—freedom from obligation and constraint. The study of art, on the other hand, is premised on the idea of positive freedom. In positive freedom, we become free by entering into practices that develop our skills and sensibilities. Think about it like language. If you're a beginner at speaking a foreign language, you're not free to express yourself. Your vocabulary is limited. You don't know how to say what you mean. Art is similar. Without an understanding of creative vocabularies and how art works, it is difficult to express oneself visually. In art, we become free through study and practice. We learn how our art comes across through frequent critique. Skilled mature artists make it look easy because they are free. But they didn't start out that way!

Myth #4. Art/design = graphic design

This class may seem like a graphic design class because we use Illustrator, a program used by graphic designers. But it's more accurate to say that in this class, we cover design in a broad general way, and that graphic design is a specific discipline. Not everything we do can be directly applied to graphic design which has a specific history, rules and practices.

SAMPLE EXERCISES AND PROJECTS



LEFT COLUMN

Coloring exercise (Illustrator)

Value exercise (Pencil)

Student work: Photo Montage Project (Illustrator)

RIGHT COLUMN

Student work: Creature Project

CLASS ACTIVITIES

Each week there will be short videos to watch, readings and accompanying exercises/projects. Most will be completed on the computer in Adobe Illustrator. Some will involve basic shading with a pen or pencil, sketching on tracing paper, or taking photos using a camera phone or digital camera. Most weeks there will be open book/note/video quizzes and group discussions based on that week's topics.

SCHEDULE AND CLASS WORK

The class is asynchronous, meaning we will not have required online Zoom meetings where everyone meets at the same time. I am available to answer questions by email. Tuesday mornings I am available for drop-in Zoom group office hours to answer general questions about the week's assignments, and for scheduled Zoom individual office hour appointments.



- Assignments posted Saturday by noon
- First submissions due Tuesday by noon
- Receive feedback Wednesday by 5pm
- Revisions due Thursday by 11:59 pm

This schedule is subject to change. Block out a four-hour time block to complete the assignment (on Sat/Sun/Mon/Tues) and about 1.5 hours to complete revisions (Wed/Thurs). Past students found it helpful to look at projects Saturday to preview the anticipated work and plan the week. Some weeks may take less time. Others may take more. As the semester progresses you will become better at projecting how much time it will take for you to complete the week's work. It's up to you whether you want to do everything in one block of time or break it up into smaller blocks, but you'll usually need at least a one-hour block to be productive. A big part of successfully navigating the course is managing your time to complete submissions by the due date.

All assignments will be submitted through Canvas, with instructions given weekly. Emailed submissions will not be accepted.

For physical work, your phone camera is a great tool to photograph and submit work. Watch the Canvas video *Taking photos of artwork to upload* for tips on how best to photograph work for submission.

Please keep me informed of anything I need to know about the evolution of your health or situation just like you would during face-to-face classes. The schedule is based on keeping us on track to complete work, but it will consider disruptions as we are still in the midst of a pandemic and difficulties it may bring.

REQUIRED SUPPLIES

Computer, software and internet

Computer with current version of Adobe Illustrator. As a CSUN student you can download Illustrator without charge. Setup through CSUN IT may take several days. Start your request soon. <https://www.csun.edu/it/adobe-creative-cloud-students>

You need bandwidth sufficient to watch short videos, download and upload files. If you don't have a suitable computer or reliable internet you can borrow a laptop and/or hotspot from CSUN. <https://www.csun.edu/it/device-loaner-program>

External hard drive or cloud storage

An external hard drive or cloud storage. CSUN student's are automatically provided with a myCSUNbox cloud storage account. <https://www.csun.edu/it/mycsunbox>

Lost work is not a valid excuse for not turning a project in. Use a primary storage (i.e. computer's hard drive) and secondary backup (i.e. external drive or cloud storage) and save work frequently while working.

Digital camera

Such as a cell phone camera.

Pencil, pen, sharpener, eraser

Generally, HB, B or 2B graphite pencils work well for achieving a wide range of value. Pencils with an H designation like 4H or 6H will be too hard and too light and won't work well for our assignments. Very soft graphite such as 4B or 6B will be too dark. A standard #2 pencil can work, though the quality of graphite will be lower than that of an artist quality graphite pencil. While any black pen is fine, one with a sharp marker felt point like a razor point pen or Micron pen is best to achieve consistent line weight and value. White erasers work best, such as Magic Rub erasers, pink erasers are not recommended.

Tracing paper

Tracing paper is translucent paper available at most art supply stores. We will use it for sketching, to use as an overlay to easily make changes for variations of designs before refining them in Illustrator. On Amazon, the Strathmore 9x12 inch 50-sheet pad is available for about \$6.

Gray scale & value finder

A gray scale value finder will be used as an aid to help see value. Available from Amazon for about \$9 or from many art supply stores. On Amazon, a set containing a color wheel pocket finder costs the same as the individual gray scale and value finder, so the set may be worth considering. If you don't buy one, you can print a provided pdf as a substitute.

Printouts

You need to print several PDFs for exercises. Any printer will work using regular white copy paper.

Textbook

The course text is provided as a free downloadable PDF from Canvas.



UNDERSTANDING ONLINE LEARNING

Is there any real difference between taking an online class at a CSUN and watching YouTube?

Yes! While YouTube and other instructional videos can be a great resource there are important differences—

1. YouTube instructors typically aim to build brands and get subscribers. They therefore teach material that gets views. You'll find lots of technical content and videos on flashy techniques. CSUN art instruction is different. We look at design from the inside out. Rather than cover impressive effects, we start with the un-impressive basics. Our aim is to give you foundational skills that will help you for years to come. Plus, YouTube instruction isn't made to be viewed in sequence. Our class starts with the basics and gets progressively more complex helping you to reinforce and build upon your knowledge.
2. One of the most important aspects of learning is getting good feedback. That's something you won't get by simply watching a video.
3. The design course you're taking is unique. It covers a lot of useful information you won't get anywhere else. While we teach standard design concepts like shape, composition and color, we also cover material targeted for our screen-oriented world. The content of this class will help you to make traditional artwork. However, the course also covers approaches that can be applied to interaction design, motion design and anything that appears on a screen.
4. Our instructors have a lot of experience and education, and go through a rigorous vetting process. Our instructors have done everything from showing at galleries and museums like the Getty Center to doing design work for films like Men in Black 3.
5. When you're done with your studies at CSUN you get a degree!

Time Management

Online courses require greater personal responsibility of time management, especially if you are balancing a full schedule of online courses with variable deadlines, work, or other personal responsibilities. If it isn't already part of your daily practice, set up a weekly planner. Some people prefer paper, a pocket-sized weekly planner or a large calendar pinned to the wall. Others prefer virtual so the calendar can sync across devices and be shared with others. I use google calendar exclusively and like that I can access it from anywhere from multiple devices. I color code calendars so work, personal, and family are easy to see. Recurring obligations are blocked in, such as classes I teach. Personal time is blocked in, such as lunch. Some calendars are shared to ease scheduling of group events, such as my family calendar.

Set aside dedicated blocks of time each week for this class, and write in the work to be completed. Note due dates. This will afford you the time to complete assignments each week. If you finish a task early, enjoy your free time before your next event begins.

Working at home, show up prepared. Do your best to ensure you have materials to work at the start of each work day, including technology and art materials, an internet connection, and some kind of phone or other device to access online course content.

Read this short article for additional time management tips:

<https://www.copper.com/blog/google-calendar-planning>

GRADING

Grades will be given on the standard point system with +/- grading

- A: Outstanding achievement, above requirements with extra time and effort
- B: Requirements met with very good achievement and clear understanding of objectives
- C: Requirements met with average effort and work
- D: Requirements met with minimum effort and careless work, barely passing
- F: Failure, minimum requirements not met, inadequate understanding of course material
- Incompletes given only in documented emergency circumstances

Grading Percentages

- 80% Assignments
- 20% Quizzes and discussions

Assignments: Each week's assignment will be graded using a rubric targeted for the assignment. Criteria typically includes demonstrated understanding of the assignment objectives, how well the concepts and tools are applied, craft, and the ability to extend the assignment in a meaningful way, going beyond a simple duplication of the provided examples. Following feedback suggestions does not automatically mean that a completed assignment is deserving of a good grade. My aim is to help you make your work the best it can be. Better is not always great, though that is our aspiration.

Quizzes and discussions: Based on the week's topics. Quizzes are open book/note/video.

Citizenship

Basic consideration for the instructor, guests and fellow students. This means submitting work with proper file names, submitting to proper modules, participating with courtesy in discussion forums, professionalism with communications, etc. Most students are good citizens.

CSUN student code of conduct:

www.csun.edu/studentaffairs/pdfs/standards_student_conduct.pdf

Late Work

Late work will be accepted for 10% off the first assignment submission day late (i.e. submitting a Tuesday submission by Thursday's deadline), and 50% off if it is two submission days late (i.e. submitting a Tuesday submission by the following Tuesday's deadline). Work will not be accepted after one week late. The module will be closed and you won't be able to submit. No make up quizzes or discussion participation points. Exceptions only in documented emergencies. Assignments are due twice each week and build upon each other. The number one comment from previous students is *don't fall behind!* Work can be turned in early.

Back up your work! Lost work is not a valid excuse for not turning a project in. Use a primary storage (computer's hard drive) and secondary backup (external drive or cloud storage).

Revised Work

All graded work can be edited and re-submitted for a second evaluation by the last full day of instruction. Re-evaluation does not guarantee a higher grade. Points deducted due to the late work policy or an incomplete submission can not be made up.

Plagiarism

All work created in this course must be original content. Please review the CSUN policy on plagiarism.

Attendance

Class will be asynchronous. Grades will be calculated based on performance.

GENERAL FEEDBACK AND EMAIL RESPONSES

When is the instructor available?

I will check email and Canvas periodically M-F between 9am-5pm and respond typically within 48 hours. I will inform you if I am unavailable during the normal workweek. Tuesday mornings I will be on Zoom office hours for a 30 minute group drop-in office hour appointment to answer general questions about the week's assignments. 30 minute individual office hour appointments will follow and can be booked back to back if you require additional time. If you have questions or are struggling please contact me to talk so I can help, either through email, or by signing up for an appointment. To schedule please visit: www.calendly.com/michelle-rozic/office-hour

How will you receive feedback on your work?

Each assignment will be submitted to Canvas, with grading and feedback given on the project upload. If this is your first time using Canvas, please visit <https://www.csun.edu/it/canvas> for tutorials. While online learning is different from face to face learning in many ways, do not hesitate to ask any questions you would normally ask so you don't get behind if you need additional information or feedback. It is up to you to reach out just like you would speak up in the classroom.

Email

CSUN considers your CSUN email account to be the official means of contacting you. This means that if the University or I send something to this address, we will assume that you received the information and you are consequently responsible for it. If you regularly use another account, please set your CSUN email to forward to your preferred email account.

Before sending an email please check the syllabus or Canvas to see if you can find the answer there. In your email, include the class number, 140, in the subject line along with what the message is about. Keep your message professional and concise, using a salutation (opening) and valediction (closing). Please grammar and spell check. Emails will be returned within one to two business days.

Emergencies

If you have an emergency, please email me with the word EMERGENCY in the subject line as soon as you are safely able to do so.

Resources on Health and Safety Related to Covid-19

Please see the official University Covid-19 updates page:
<https://www.csun.edu/covid-19>

Check this page frequently, along with your CSUN email, to stay up to date on advisories and expectations. Faculty will follow advisories posted on this page in the administration of course work.

ZOOM ETIQUETTE

1. (Group Zoom) **Mute microphone:** Unmute only when talking. The microphone icon is in the lower left corner.
2. **External microphone:** If you have a lot of online courses, you may want to use an external microphone headset for highest hearing and speaking quality.
3. **Video:** When possible, keep video on. Turn off your video if you are talking to someone else, eating, or anything else that may be distracting to other attendees. Contact me if you have concerns.
4. **Use your real name:** A waiting room will be used for zoom meetings. Use your real first and last name so I know who you are to let you into the meeting. Please include your preferred pronouns (i.e. she/her/hers, he/him/his, they/them).
5. **Be on time:** Arrive a few minutes early to test out equipment and get setup.
6. **Chat:** Keep chats related to the course. Remember they are public and a record may be kept.
7. **Raise hand:** Use the raise hand feature if you have a question, or physically raise your hand if your video is on. Once called on, unmute the microphone.
8. **Sign-offs:** If you are speaking, sign-off by saying something like: "I'm done." "Thank you." or "That's all." This will let everyone know you are finished with your comment or question.
9. **Professional attire:** Consider any course zoom or office hour meeting to be a professional meeting and dress as you would for an in person professional meeting. Clothing is required.
10. **Background:** When possible, log into your meeting from a distraction free, quiet environment. Natural day light from the side is flattering. Avoid backlit situations. Scan your space to ensure everything in frame is acceptable for a professional meeting. If you are unable to adjust your space, consider using a virtual background to create a more neutral environment.
11. **Coworkers:** If needed, coworkers (pets, siblings, children, partners, roommates) can attend!

CSUN SUPPORT SERVICES FOR STUDENTS

CSUN has a range of resources to support your academic goals, engagement with campus activities and physical and mental health. I encourage you to browse the links below throughout the semester and the rest of your time at CSUN.

www.csun.edu/dres/student-services/csun_resources.php

Students with Disabilities

The California State University does not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities. If you have a disability and need extra assistance or accommodations with aspects of this course, please register with the Disability Resources and Educational Services (DRES) office or the National Center on Deafness (NCOD). The DRES office is located in Bayramian Hall, room 110 and can be reached at (818) 677-2684. NCOD is located on Bertrand Street in Jeanne Chisholm Hall and can be reached at (818) 677-2611. If you would like to discuss your approved accommodation with me, please contact me to set up an appointment.

ART DEPARTMENT GOALS ADDRESSED IN THIS COURSE

1. Students will acquire competent knowledge and skills in various art media, concepts and methodologies.
2. Students will solve visual problems at a competent level, including understanding/application of the elements of art and principles of design.
3. Students will utilize and apply critical thinking skills to communicate ideas for their intended audience at a competent level in visual, oral, and written formats.

COURSE STUDENT LEARNING OUTCOMES

1. Explore and utilize various two-dimensional art media and techniques, using the Elements and Principles of design.
2. Acquire conceptual knowledge of art, accurately define and utilize the formal vocabulary (elements of art and principles of design) of the visual arts to analyze works of art.
3. Explore and utilize methods for visual problem-solving, acquire and demonstrate conceptual knowledge of a diversity of 2-D forms, purposes, media, and functions of art as they respond to, analyze, interpret and critique their own and others' artworks.
4. Acquire and demonstrate conceptual knowledge of 2-D art in cultural context, including the visual nature of contemporary culture, fine art and design, world arts, the history and diversity of art in societies past and present.

GENERAL EDUCATION STUDENT LEARNING OUTCOMES

Goal: Students will understand the rich history and diversity of human knowledge, discourse and achievements of their own and other cultures as they are expressed in the arts, literatures, religions and philosophy.

1. Explain and reflect critically upon the human search for meaning, values, discourse and expression in one or more eras/stylistic periods or cultures;
2. Analyze, interpret and reflect critically upon ideas of value, meaning, discourse and expression from a variety of perspectives from the arts and/or humanities;
3. Produce works/works of art that communicate to a diverse audience through a demonstrated understanding and fluency of forms;
4. Demonstrate ability to engage and reflect upon their intellectual and creative development within the arts and humanities;
5. Use appropriate critical vocabulary to describe and analyze works of artistic expression, literature, philosophy or religion and a comprehension of the historical context within which a body of work was created or a tradition emerged;