UNIVERSITY OF MARYLAND

Course Title: Two-Dimensional Fundamentals
Course Number: ARTT 100
Term: Fall 2020
Credits: 3
Course Dates: From August 31, 2020 - May 11, 2020

Professor: Wendy Jacobs
Email: wajacobs@umd.edu
Office Hours: By Appointment
TA: Elizabeth Katt
Email: ekatt@umd.edu

Course Description

ARTT100 2D Fundamentals

ARTT100 2D Fundamentals is a studio art course that introduces students to the basic visual "language" of two-dimensional images.

Emphasis will be placed on the basic elements of two-dimensional art and how to analyze and critique art work through close and careful observation, using discipline specific terminology. Students will be given various exercises and assignments to practice, refine and synthesize the skills and concepts introduced**.**

These basic elements of 2D art include line, shape, texture, pattern, space, value and color.

Please take note that this is a required course for Art majors and also a Gen Ed course. In this class there will be art majors as well as many students with little or no background in Art. This diversity presents some challenges that I think are important to understand to get the most out of this course. First, please understand that ethically, I must have the same standards and expectations for all students. If you are an art major, with background in art studies, you may find some of the concepts presented as a repeat of things you have explored before. My hope and goal is that in those cases you will be able to look at these concepts anew and take them to new levels in your work. If you have little or no background in art, I assure you, you can still do very well in this course, but you may be confused at first by the vocabulary and concepts that you have never been exposed to before. You may also feel discouraged at times when you see the advanced skill level of other students with more art experience. I will do my best to accommodate the needs and interest of all students, but please be clear that I must ethically maintaining the same expectations and grading standards for all students.

Course Learning outcomes

After successfully completing this course you will be able to:

- manipulate and apply various media to produce well-crafted and conceptually coherent two-dimensional artwork on a basic level
- better understand and analyze of how images are understood by viewers

- offer meaningful critical analysis of art work using careful observation and discipline vocabulary
- continue to develop your understanding of, and communication skills with images through more advanced coursework

Required Resources
- Course Website: elms.umd.edu

Course Structure

During the Fall 2020 semester this course will be taught entirely online for the first time. We will have required synchronized meetings, but studio work (meaning the work you do to complete art projects) will not be done in a synchronized setting.

As a studio course a significant re-design of the course has been necessary for exclusive on-line delivery. In a typical studio art class, class time consists of discussions, presentations, demonstrations, critiques and many hours of studio work time. Progression on projects in the class room where instructors and fellow students can interact with you as you work and refine your projects is traditionally an important characteristic of this course that we will be re-creating using technology. In order to participate in this class you must have:

- a physical space in which you can work on art projects (a flat surface on which you can paint, draw, etc.)
- access to a reliable internet connection
- a device with the capacity to run Adobe Illustrator (which you will download for free).
- a device (desk top computer, tablet or desk top) to work on and view art work with a screen at least 9.7 inches in size.

    The University does have some options for those in need of assistance to meet the technology requirements for this course. More information on this can be found at: https://umd.service-now.com/itsupport?id=kb_article_view&sysparm_article=KB0015541

All interactions, course information and links to resources and software downloads will be accessible through the **course ELMS/Canvas site**. Therefore, it will be crucial that you become familiar with our ELMS/canvas site and those features in ELMS/canvas that we will be using regularly. You should plan to visit the ELMS/Canvas site often to make sure you are keeping up with requirements.

We will have **some required synchronized** class meetings. These will always be scheduled during the scheduled course time as listed in the published schedule of classes. Attendance will be taken. In addition, there will be required individual meetings with me or our teaching assistant to review your projects in progress. You will be expected to work on exercises, assignments and the critique cycle asynchronously within established time frames with specific due dates and instructions for submission of your work.

Participation in all components of the course is essential. This includes:

- visiting the ELMS/Canvas frequently so you will keep up with instructions, requirements, and expectation
- familiarizing yourself with the mechanisms and technology required to stay engaged in the class

- joining synchronized class meetings when scheduled
- scheduling and attending one-on-one meetings with instructors when required
- making reasonable and steady progress through assignments and exercises
- turning work in on time
- knowing objectives and expectations for all course activities

Teaching and taking a course like this remotely for the first time will undoubtedly mean we will have some bugs to work out as instructors and as students. We will be patient and flexible with you as long as it is clear you are making good faith efforts to meet expectations.

"Good faith" efforts include:

- coming to synchronized meetings prepared by completing those readings and any other assigned activities we ask you to do prior to synchronized meetings
- making sure you understand and do "post meeting" work
- accessing on-line video demonstrations, written instructions, and other provided links to information
- reading emails and announcements and staying alert to the schedule, structure, due dates and expectations
- asking questions and contacting instructors when you are unclear about anything having to do with the course structure and activities
- letting us know as soon as possible if you are having any technical or other problems interfering with your ability to meet expectations and deadlines

We also hope you will be patient with us as we make good faith efforts to make things work as smoothly as possible.

Major components of the course
Units – These are general categories of instruction divided by topic and connected activities
Exercises –Required activities completed to practice concepts in the course– no critiques or peer review. A varying number of exercises associated with each unit will be assigned
Assignments – Major projects associated with each Unit. All Assignments will include:
- One-on-one meetings with instructors while in progress
- The critique cycle
- Final submission of completed project for final instructor assessment (grading)

Critique cycle/ participation – each assignment will include a critique cycle described elsewhere
Course Layout
- **Unit #1** Picture plan and principles of design
  - Quizzes
  - Exercises
- **Unit #2** Line and Critique
  - Exercises
  - Assignment #1
  - Critique/peer review
- **Unit #3** Value and Color
  - Exercises

Unit #4 Shape
- Exercise
- Assignment #2
- Critique/peer review

Unit #5 Pattern, Texture and Color
- Exercises
- Assignments #3 and #4*
- Critique/peer review

Unit #6 Synthesis – capstone assignment
- Exercises
- Assignments #6 and #7

*Assignment #5 is the Virtual Visit to the Museum paper. No critique or peer review.

Grading Structure

Type	Percentage %
Assignments (seven total)	50%
Participation/Critique Cycles	30%
Exercises	20%
Total	100%

All graded activities are based on a 100 pt scale.

Assignments 50%: These include the following seven "major" assignments

1. Expressive Line compositions
2. Typography
3. Every Day Carry
4. Virtual Trip to the Museum (paper—rubric below does not apply)
5. Color, Pattern and Texture
6. 5X5
7. 5X5 part 2

Assignment Rubric:

On Time (10 pts) *note: on time means you submit your work by the establish due date and time for the critique cycle to begin AND for instructor assessment (late work is not accepted at all beyond 24 hours after the critique cycle due date unless approved in advance by the instructor)*
Directions and parameters followed (15 pts)
Craftmanship (20 pts) *–skill level with tools and media expressed through the assignment*

Creativity and Ambition (25 pts) – *going beyond the minimum expectations, taking risks and doing something unique while staying within the parameters of the assignment*
Objectives met (30) – *as stated in the assignment instructions*
Total: 100 pts

Participation/Critique Cycle 30% - include interactions during critiques/peer review and other discussions, attendance during synchronized meetings, and attendance of individual meetings.

For each major Assignment (except the Virtual Museum paper) you will receive two grades. One for the assignment (these are worth 50% or your total course grade) and one for the Critique Cycle (part of your participation grade—30% of your total grade)

Critique Cycle Structure and Rubric

There will be a "Critique Cycle" for each major assignment (except the Virtual Visit to the Museum Paper). There are three parts to the critique cycle.

Structure
1. Post your <u>finished </u>work via Voice Thread (VT) by the assigned date and time –<u>This is the assignment due date.</u>
2. Critique the work of the other students in your group via VT before the assigned date and time
3. Expand on other comments and/or respond to comments and/or questions asked of you by the assigned date and time.

Rubric for the Critique Cycle
<u>90-100</u> pts
- You post your completed work on time, in focus, well-lit and appropriately cropped.
- You post the media and/or "artist statement ", if required.
- You post at least one thoughtful and insightful question and/or comment about each set of art work posted in your group
- You offer thoughtful and meaningful responses to any questions asked of you
- You respond to or expand on at least one other student's comments about work posted in your group.

<u>80-89</u> pts
- You post your completed work on time, in focus, well-lit and appropriately cropped.
- You post the media and/or "artist statement ", if required.
- You post at least one thoughtful and insightful question and/or comment about <u>most</u> of the work posted in your group. You answer questions asked of you as the artist.

<u>70-79</u> pts
- You post your completed work on time, in focus, well-lit and appropriately cropped.
- You post the media and/or "artist statement ", if required.
- You offer responses to most questions asked of you as the artist.
- You post at least one question and/or comment about at least one set posted in your group.

<u>60-69</u> pts

- You post your completed work on time, in focus, well-lit and appropriately cropped. You post the media and/or "artist statement ", if required.

50-59 pts
- You post your completed work for #1 in the critique cycle after the #1 due date, but before the end of the critique cycle.

0 pts
- You post your work after the critique cycle ends or not at all

After the completion of the critique cycle, you will be given a time by which to submit your project outside of VT to me for my assessment through "assignments' in ELMS. You may make minor changes to your work if the critique inspires you to do so before turning in your final project to me. However, turning in clearly incomplete or poorly prepared work for #1 critique date will impact your assignment and critique grade negatively. <u>The due date for posting your work to VT at start of the critique Cycle **is the assignment due date.**</u>

Exercises 20% - are "mini" assignments with due dates

Tips for Success in an Online Course

1. **Participate.** Discussions and group work are a critical part of the course. You can learn a great deal from discussing ideas and perspectives with your peers and professor. Participation can also help you articulate your thoughts and develop critical thinking skills. You will be assigned groups in which you will discuss and critique each other's work. You will be graded on these interactions.
2. **Manage your time and work space.** Make time for your online learning and participation in discussions each week. Stay attentive to the rhythm of each unit, requirements and due dates. Some assignments will be digital, some are not. You will need access to technology as described above and have a place where you can work with paint, pencils, charcoal and other traditional art supplies. Give yourself plenty of time to complete assignments including extra time to handle any technology related problems.
3. **Login regularly.** Log in to ELMS-Canvas several times a week to view announcements, discussion posts and replies to your posts (on-line critiques will require multiple interactions from each student). You may need to log in multiple times a day.
4. **Do not fall behind.** This class moves at a quick pace and each week builds on the previous. It will be hard to keep up with the course content if you fall behind in the pre-work or post-work.
5. **Use ELMS-Canvas notification settings.** Canvas ELMS-Canvas can ensure you receive timely notifications in your email or via text. Be sure to enable announcements to be sent instantly or daily.
6. **Ask for help if needed.** If you need help with ELMS-Canvas or other technology, IT Support. If you are struggling with a course concept, reach out to me, and your classmates, for support.

Communication with Instructor:

Email: If you need to reach out and communicate with me, please email me at wajacobs@umd.edu. Please DO NOT email me with questions that are easily found in the syllabus or on ELMS (i.e. When is

this assignment due? How much is it worth? etc.) but please DO reach out about personal, academic, and intellectual concerns/questions. Also, I would very much appreciate hearing from you ASAP if any technology is not functioning as expected.

While I will do my best to respond to emails as soon as possible, please be thoughtful and use common sense regarding your expectations for a reply. For example, it is not reasonable to expect a timely response if you email a question at 11PM the night before, about something that is due the next morning.

ELMS: I will send IMPORTANT announcements via ELMS messaging. You must make sure that your email & announcement notifications (including changes in assignments and/or due dates) are enabled in ELMS so you do not miss any messages. You are responsible for checking your email and Canvas/ELMS inbox with regular frequency.

Communication with Peers:

With a diversity of perspectives and experience, we may find ourselves in disagreement and/or debate with one another. As such, it is important that we agree to conduct ourselves in a professional manner and that we work together to foster and preserve a virtual classroom environment in which we can respectfully discuss and deliberate controversial questions.

I encourage you to confidently exercise your right to free speech—bearing in mind, of course, that you will be expected to craft and defend arguments that support your position. Keep in mind that free speech has its limit and this course is NOT the space for hate speech, harassment, and derogatory language. I will make every reasonable attempt to create an atmosphere in which each student feels comfortable voicing their argument without fear of being personally attacked, mocked, demeaned, or devalued.

Any behavior (including harassment, sexual harassment, and racially and/or culturally derogatory language) that threatens this atmosphere will not be tolerated. Please alert me immediately if you feel threatened, dismissed, or silenced at any point during our semester together and/or if your engagement in discussion has been in some way hindered by the learning environment.

Campus Policies

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like:
- Academic integrity Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please visit www.ugst.umd.edu/courserelatedpolicies.html for the Office of Undergraduate Studies' full list of campus-wide policies and follow up with me if you have questions.

Academic Integrity

The University's **Code of Academic Integrity** is designed to ensure that the principles of academic honesty and integrity are upheld. In accordance with this code. Please ensure that you fully understand this code and its implications because all acts of academic dishonesty will be dealt with in accordance with the provisions of this code. All students are expected to adhere to this Code.

It is important to note that taking any images completed by others and presenting them as your own is plagiarism. This includes work that you paint or draw or otherwise execute yourself, but is a direct copy of others work. It is permissible (even encouraged) to be inspired by other artists, to experiment with, or emulating their style, or (in some cases) to do spoofs or satires based on well-known art work. But it is never alright to simply copy other's art work.

Final Grade Cutoffs									
+	98.00%	+	88.00%	+	78.00%	+	68.00%	+	
A	94.00%	B	84.00%	C	74.00%	D	64.00%	F	<60.0%
-	90.00%	-	80.00%	-	70.00%	-	60.00%	-	

Week by week schedule – subject to change

Week 1
August 31- September 4 – Introduction, Syllabus, Unit 1-- Picture Plan and Principles of Design. Quizzes and exercises

August 31 - synchronized Zoom session
> First day of class——syllabus, supplies, syllabus quiz
> Getting Started: Syllabus, Materials, Class structure (Units. lessons, exercises, assignments, critiques/participation, interface, technology and software.)
>> ● Take quiz before Wednesday's meeting

September 2 –synchronized Zoom session
> Composition/picture plane, space and Principles of Design introduction - exercise)
>> ● Brief review of Monday based on quiz
>> ● handout

- presentation--zoom
- submit completed exercises

Materials: no materials "Quiz" exercises.

Week 2
September 7 -11– Unit 2—Line and Critiques. Quiz, Exercise, assignment, critique cycle*

September 7 – No Class for Labor Day

September 9 synchronized Zoom session
Line - exercise and assignment #1
- handout
- presentation--Zoom
- video demo of assignment 1
- exercises
- schedule one-on-one meetings

Materials: Bristol Board, Tracing paper, pencils, charcoal, sketch book
Assignment due when submit for critique in VT

Week 3
September 14 – 18 Unit 2 – Complete Line assignment and Critiques

September 14 – synchronized Zoom session required **One-on-one meetings to show work in process by appointment September 11, 14 and 15**
Critique lesson/ ways of talking about art
- mechanism for submitting assignment for critique and grading
- handouts
- presentation--Zoom
- videos
- how to sign up for one on one meetings with me or TA for in progress critique

Assignment due in VT for Critique cycle*--September 16 by noon
Critique stage 1 due by – September 18 by noon
Critique stage 2 due by – September 21 by noon
Submit project for grading –no later than noon September 22

Week 4

September 21 – 25 – Unit 3--Introduction to Value and Color. Paper assigned.
Quiz and exercises

September 21 - synchronized Zoom meeting Value – grey scale

- handout
- presentation
- video demo on mixing paint and laying out of exercises, using frog tape etc
- exercises

Color – color wheel, color value, color swatches exercises

- handout
- presentation
- video demo
- mechanism for submitting exercises

Paper- assignment due November 10

- paper is loaded as a ELMS/Canvas quiz but it is an assignment provide form with prompts
- submit to gradebook

Materials: Acrylic paint, paint brushes, frog tape, pallet, ruler/straight edge,

All exercises due to gradebook –by Sunday September 27—no critique cycle

Week 5-6
September 28 – October 9–Unit 4 – Shape, Illustrator

28th –Yom Kippur no class meeting

September 30 synchronized Zoom meeting--Elizabeth

Quiz, exercise, assignment

- presentation
- Adobe Illustrator required
- Adobe Illustrator demo and link to on-line instruction
- meet one-on -one instructors to review Typography assignment in process oct 5 &6
- due for cycle session crit on october 7th #1 9th #10 put in grade book 11th

Week 7-10
October 12 – November 5– Unit 5 –Pattern, texture, color Paper assignment complete due Nov 10 –Three assignments

October 12 synchronized Zoom session

Pattern texture lecture – exercise texture swatches –due 18

Everyday Carry assignment (digitally)--exercise showing contact sheet and final assignment

- handout
- share "contact sheet with instructor in process. Required one on one (or VT)for in process work ("contact sheet") October 16 or 19th (maybe upload 16 and 17 we comment by 19
- Everyday Carry due for critique cycle October 21 . #1 ends by 23 #2 24—artist statement
- Everyday Carry due for grading October 26

Paper

Module opened on 21 october—introduce pattern
Pattern/Texture/Color –assignment and thumb nail exercises (texture, layout and color scheme)
- handout
- presentation
- texture exercise
- #1 one on one October 26, 27 october
- #2 one on one Nov 2 and 3
- Due for Critique cycle from 16th-19th –artist statement
- upload grading 20

Paper due November 23

Materials: Acrylic paint, paint brushes, frog tape, pallet, ruler/straight edge,

NOV. 9 Synchronized mtg to introduce 5X5s
Week 11-15(final)
November 23 – end of term --Unit 6 –synthesis –capstone assignments
30 due by 14th on December –25 for the final

5 due on 24th
10 nov 2nd
10 nov 9
5 14th
5x5s – 6 exercises, 2 Assignments
- handout
- presentation
- weekly in process for critique (exercises)
- mechanism to submit all 36 in order of completion for grading
- mechanism for submitting re-arranged version
- one on one meetings for in progress work to be determined

Materials; Paper trimmer (for 5x5's), various art media

Note: This is a tentative schedule, and subject to change as necessary – monitor the course ELMS page for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.

Required Materials

I have arranged for students to purchase the required materials as a kit through Plaza Art. You can either pick up the kits at the Silver Spring store or have it shipped to you using this link to place your order.

https://www.plazaart.com/university-of-maryland-college-park-jacobs-2d-foundations-kit

You are not required to buy your supplies through Plaza Art. I have copied the list below in case you wish to purchase your supplies elsewhere.

In addition to these supplies, a portable paper trimmer is required. It is not being supplied in Plaza Art kits. Please purchase one at 12" in size. The Letion 66 A4 paper trimmer pictured is pictured below. This item can be purchased through Amazon using this link. There are several similar products available through Amazon. Anyone of them should be fine, as long as you purchase one that can cut at least 12 inches.

.

Plaza Artist Materials-Silver Spring, MD
8209 Georgia Ave
Silver Spring, MD 20910
301-587-5581

Hold

PLAZA
Artist Materials & Picture Framing
www.plazaart.com
NOT AN INVOICE - PLEASE DO NOT PAY
Hold expires
September 19, 2020 12:00 am

Sold to:

Ship to: **UMD 2D Foundations**
Revised

Attn: Wendy Jacobs

Ticket date	: 8/20/2020	PO NUMBER	:	Sls rep	: SHARONF
Ship date	:	Terms	:	Ship Via	:
RESALE NO.	:	PRINTED	: 8/20/20 14:52		

Item #	Description	Qty Order	Qty Sold	Price	Unit	Ext Price
175249	STRATH 400 SKCH 9X12 100	1	1	7.63	EA	7.63
175368	BRISTOL 300 PAD 14X17 VEL	1	1	16.64	EA	16.64
404028	FROGTAPE MULTI .94INX45YD	1	1	9.45	EA	9.45
340001	GENERALS COMP CHARCOAL AS	1	1	3.08	EA	3.08
420098	TOMBOW MONO AQUA LIQ GLUE	1	1	3.39	EA	3.39
175320	STRATH 300 TRACING 9X12	1	1	5.24	EA	5.24
335550	SHARPIE ULTRA FINE BLACK	1	1	1.25	EA	1.25
335520	SHARPIE FINE BLACK	1	1	1.25	EA	1.25
336090	SHARPIE CHISEL BLACK	1	1	1.30	EA	1.30
335575	SHARPIE BRUSH BLACK	1	1	1.91	EA	1.91
285844	AA 9 WELL RECT PALETTE	1	1	1.12	EA	1.12
427081	VANTAGE SCISSORS 6"	1	1	4.46	EA	4.46
371553	RULER CORKBACK FLEX 18"	1	1	5.24	EA	5.24
452134	ARTBIN TWISTERZ LARGE/TALL	3	3	2.02	EA	6.06
342491	KIMBERLY WC PENCIL 12 SET	1	1	9.74	EA	9.74
343773	FABER KNEADED ERASER LARG	1	1	0.73	EA	0.73
334733	PB SELECT SYN ROUND 10	1	1	5.19	EA	5.19
334745	PB SELECT SYN FL WSH 1/2"	1	1	6.57	EA	6.57
333574	PB SELECT SYN FLAT SHADER 2	1	1	8.85	EA	8.85
340890	WATERCOLOR ART FOR BEGINN	1	1	12.95	EA	12.95
342447	KIMBERLY PENCIL HB	1	1	0.75	EA	0.75
342436	KIMBERLY PENCIL 9XXB	1	1	1.50	EA	1.50
342457	KIMBERLY PENCIL 5B	1	1	0.75	EA	0.75
342459	KIMBERLY PENCIL 8B	1	1	0.75	EA	0.75
342430	KIMBERLY PENCIL 5H	1	1	0.75	EA	0.75
248883	AAC 120ML TITANIUM WHITE	1	1	4.35	EA	4.35
248824	AAC 120ML AZO YELLOW MEDIUI	1	1	4.35	EA	4.35
248838	AAC 120ML LAMP BLACK	1	1	4.35	EA	4.35
248887	AAC 120ML ULTRAMARINE	1	1	4.35	EA	4.35
248847	AAC 120ML NAPHTHOL RED DEE	1	1	4.35	EA	4.35
344017	DOUBLE HOLE SHARPENER	1	1	1.84	EA	1.84
428994	SCOTCH PRECISION SCISSORS	1	1	4.94	EA	4.94

Resources & Accommodations

Accessibility and Disability Services

The University of Maryland is committed to creating and maintaining a welcoming and inclusive educational, working, and living environment for people of all abilities. The University of Maryland is also committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the University, or be subjected to discrimination. The **Accessibility & Disability Service (ADS)** provides reasonable accommodations to qualified individuals to provide equal access to services, programs and activities. ADS cannot assist retroactively, so it is generally best to request accommodations several weeks before the semester begins or as soon as a disability becomes known. Any student who needs accommodations should contact me as soon as possible so that I have sufficient time to make arrangements.

For assistance in obtaining an accommodation, contact Accessibility and Disability Service at 301-314-7682, or email them at **adsfrontdesk@umd.edu**. Information about **sharing your accommodations with instructors**, **note taking assistance** and more is available from the **Counseling Center**.

Student Resources and Services

Taking personal responsibility for you own learning means acknowledging when your performance does not match your goals and doing something about it. I hope you will come talk to me so that I can help you find the right approach to success in this course, and I encourage you to visit **UMD's Student Academic Support Services website** to learn more about the wide range of campus resources available to you.

In particular, everyone can use some help sharpen their communication skills (and improving their grade) by visiting **UMD's Writing Center** and schedule an appointment with the campus Writing Center.

You should also know there are a wide range of resources to support you with whatever you might need (**UMD's Student Resources and Services website** may help). If you feel it would be helpful to have someone to talk to, visit **UMD's Counseling Center** or **one of the many other mental health resources on campus**.