



ART 1312.003 / 3D Design and Color Theory

COURSE SYLLABUS: Spring 2020

Instructor: Josephine Durkin, Associate Professor of Art
Office Location: A116

Office Hours: Tuesdays and Thursdays, 3:30 – 6, by appointment. These times may change if needed. Phone or Facetime meetings. More information TBA.

University Email Address: Josephine.Durkin@tamuc.edu
Preferred Form of Communication: email

COURSE INFORMATION

I will post readings and video content weekly. Students will submit their work online via personal blog and website.

Course Description

This course focuses on three-dimensional problem solving with attention to material choice, composition, construction, creative problem solving, color and craftsmanship. Students will complete a variety of projects that emphasize different material uses, construction techniques and goals. A range of contemporary works and artists will be incorporated into class discussions. Additionally, at least one project will investigate how design and engineering can create a positive impact for the purpose of community outreach. The 3D Design Paper Fashion Show is a highlight in this course. Each student will create a wearable design that will be exhibited in a live, fashion show.

Important update: Although previous, facility-centric assignments will be considered when assigning grades, due to the coronavirus, completed, in-progress, previously assigned projects will not be necessary for the successful completion of this course. Students should continue working on those projects when they can safely return to campus per school notice. Students are encouraged to participate in the Fall 2020 3D Design Fashion Show.

The syllabus/schedule are subject to change.

Students,

As always, your safety and well-being is the biggest priority. Thriving while doing our best to survive the seriously contagious coronavirus presents a variety of challenges, many of which are new to us. Although this is a very strange, unexpected and stressful time, adapting to a different, and in this case - a much more restrictive set of parameters due to health regulations - can yield some very exciting work and new skill sets...work and abilities that likely would not have been made and gained if not forced to work outside of our comfort zones.

For the remainder of the semester, this class will be taught online.

Office hours: If you'd like to talk or "meet" with me during my office hours, you may do so via phone or Facetime appointments.

Course content: In addition to sharing weekly readings and videos that I think you'll enjoy, I have created a variety of project choices that focus on making your best work while using what you have safe access to, with where you are physically and emotionally. Each choice allows you to gain creative and conceptual muscle, art survival skills, add technical and conceptual - and possibly material - "tools to your toolbox" - all while producing challenging work that you are proud of.

Semester Assignments:

Here are your choices for the next (studio-focused) project. I encourage you to pick the assignment that you are most excited about, and can execute well, while self-isolating, without school shop access and school equipment, without in-person assistance from me or others, and without the ability to acquire new materials and supplies in shared spaces (physical stores, etc.). I love a good challenge – don't you? You can do it!

First step - choose from one of the studio-focused projects below:

Option 1: Create a work that utilizes the concept of time in some way – specifically or abstractly. It could have something to do with the coronavirus – or not. It's up to you. Some of you may already be super excited about this theme from the original syllabus, and may be able to execute it well, even during this more-restrictive set of, safety-conscience life limitations.

Option 2: Create a work that utilizes text. Again, some of you may already be super excited about this theme. The wheels may have been turning for quite a while, you have, and/or can acquire, what you need to accomplish and execute it well (and safely) during your new life parameters, etc. Go, go, go! Just like in Option 1 – get to it, if you haven't already started because maybe you just couldn't wait to start this project. Whatever the case, if you are most enthusiastic about Option 1 or Option 2 - I don't want to stop you!

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Option 3 (which also satisfies Option 1, and possibly Option 2):

Get better at something. As long as it's safe - and you're really excited about it.

Think of something that you'd like to learn how to do well, or something you have experience with already, but would like to "get better at". This could be anything, as long as it's something you really want to accomplish and can be done safely within your current, safety-conscience, self-isolating parameters. Art feeds life, and life feeds art. That's what I'm trying to teach here. Inspiration can come from ANYTHING, meaning interesting work can come from ANYTHING. Also - learning by doing. You can't just learn by reading about it or watching someone else do it through a tutorial. You have to do it yourself. So...what do you want to accomplish?

Examples:

Learn to do a pull-up, or more pull-ups, learn or invent, and perfect, a new-to-you recipe. Learn how to draw (paint, sculpt, make clothing for...) your cat or dog well (correct proportions, an obvious likeness, specific details, excellent fit and innovative style, etc.) using whatever materials you have safe access to (pens, pencils, notebook paper, lipstick, clothes you'd like to get rid of, etc.), learn how to organize your closet in a way that works well for you, and keep it clean each day, learn how to sing (or play) a particular song in tune, learn a challenging dance routine using YouTube videos as your teaching tool, develop a closer relationship with your dog, create living room furniture out of cardboard, glues and screws, walk and/or jog a mile a minute faster than you currently can, write about the coronavirus in French with excellent grammar, make your backyard or kitchen more beautiful using what you have, inventing a system that better organizes your refrigerator, learn to be more specific when communicating how you feel with your family and/or friends, learn how to hula hoop for at least two minutes - or - increase your hula hooping endurance to twenty minutes, learn how to build a (safe) bowling alley in your hallway, while learning how to bowl (safely) with just a ball made from tin foil and plastic water and/or soda bottles. See?! Your choices are endless - even while self-isolating and having access to just your phone to track your progress each day. Most importantly, anything that's of interest to you can lead to the creation an exciting and engaging art work.

Next, actually work on your chosen goal EVERY DAY, track your progress through photographs and/or video – and any other tracking system that makes sense to measure your journey – including trials and errors – of actively trying to reach your goal with serious focus (charts, graphs, thoughts on how you are feeling, thoughts on how you think your dog is feeling, etc.). This dedicated time may also include reading and watching (researching) the goal you are trying to achieve, and what others have done (successfully or not) to achieve it. Material tests. Trials, errors, what you've researched and learned...Then, each day, post the documentation of your efforts on a blog. (You'll need to create a blog. Learning how to create a blog, or learning how to create a better blog if you already know how to create one, via the process of creating a blog for this assignment - will not count as the chosen goal.)

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Finally, use the documentation of the attempts to reach your goal, and/or the residue of physical materials from the process of reaching your goal (for example – if you want to learn how to carve penguins out of soap, then you could use or document (photograph or video - plus possibly count?) the left over soap shavings) to create, and/or inspire an artwork. This work could exist as a flipbook, a stop animation, a series of drawings, a sculpture(s), an installation of lists describing your love of particular soaps, a collage made of these lists, a wall drawing charting the size of the soap pieces or likeness of the penguin, a video of you learning how to carve the penguin with commentary about global warming, a series of photographs you take relating to the project, an abstract painting derived from the chart you made that documents the time you spend watching videos about how to carve soap – or penguins - etc. Or maybe, through the process of learning how to carve a penguin out of soap, you become interested in carving abstract sculptures, or your Mom, out of soap – and then your direction shifts and you accomplish that. Your final work can be made from the actual documentation of your progress and achieved goal, or it can be inspired by efforts, the residue of your efforts, and/or your new accomplishment. It can be very specific, and tie directly to your goal and process (for instance – a video using all of your attempts to make a great painting of your cat, or maybe, an installation made from Photoshopped photographs of the soap shavings from the daily attempts to carve an accurate penguin each day in two hours, using only your potato peeler).

In the Fall of 2020, your work will be included in an exhibition dedicated to the work of my students created for this assignment. More info TBA.

Other:

A professional (this can be free) website of your work. Specifics TBA.

Student Learning Outcomes

- To gain construction skills while utilizing a variety of assembly methods
- To advance visual, physical and conceptual problem solving abilities
- To understand how three-dimensional design is utilized in a variety of disciplines
- To understand the importance of craftsmanship while learning how formal decisions impact the meaning of the work
- To encourage creative and ambitious thought processes and work habits
- To introduce a variety of contemporary artists whose works relates to the current assignments

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COURSE REQUIREMENTS

Minimal Technical Skills Needed

Technical skills needed, as they apply to material and construction methods for each project, will be taught throughout the course.

**Update: Materials and tools will be limited to what students have and/or acquire safely while practicing coronavirus-specific health and safety measures.

MATERIALS

The tools and materials needed will depend on individual projects.

Online access.

Personal blog that each student will create for this class.

Ability to document and share work on a blog through digital camera and/or video.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Assignments	90%
Class participation	10%
TOTAL	100%

Assessments

Multiple short-term, and three, long-term assignments will be given throughout the semester. Short-term assignments will function as practice exercises to help students gain technical, material, conceptual, research, problem solving, construction and design skills needed for the successful completion of long-term assignments. All assignments will focus on creative design, craftsmanship, construction, material problem solving, and the research required to build thoughtfully designed, inventive objects.

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Students who are prepared for each class, work diligently throughout the entire class on their 3D assignments, and communicate well with a positive attitude, will achieve a high number of class participation points. Both the physical construction and completion of objects, as well as class participation, reflect the regular progress made in regards to assignments. Students who routinely make significant progress on their assignments each week will earn a higher grade in this course. Bring materials to class so that you are ready to work throughout the entire class.

Update: As of March 25, 2020, students will be participating online only. Participation and projects will be submitted online due to new safety measures.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

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COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

I will meet with students individually in class to discuss project grades. Students needing additional guidance in regards to coursework and construction methods are encouraged to email or speak with me so I can answer project questions in person while looking at the assignment the student has completed, or is in the process of completing.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Course material will be shared online. More info TBA.

CLASS POLICIES:

Students are expected to contribute regularly online, and do their best to make and document work daily.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

The syllabus/schedule are subject to change.

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

The syllabus/schedule are subject to change.

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Department or Accrediting Agency Required Content

COURSE OUTLINE / CALENDAR

Please see updated description earlier in this syllabus. Specifics to reflect online content TBA.

The syllabus/schedule are subject to change.