# Course Syllabus

Digital Media Arts Dept.  
**ARTS 1113-Y01 DESIGN I**  
**Fall 2020**

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Mary Anne Pennington</th>
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<tbody>
<tr>
<td>Section # and CRN:</td>
<td>CRN 12421</td>
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</tbody>
</table>
| Office Hours: | M/W: 10:55am – 11:20am & 5:15pm – 6:30pm T/TH: 1:00pm – 3:00pm  
(Appointments are highly suggested) |
| Email Address: | mapennington@pvamu.edu |
| Mode of Instruction: | This is a Hybrid/Blended course. This means more than 50 percent, but less than 85 percent, of the planned instruction occurs when the students and instructor(s) are not in the same place. Learning and instruction; Projects, chapter quizzes, exams, etc. for this course will be done in a mix of online and in a classroom, face to face instruction (Update, fall 2020 zoom instruction).  
Meeting time for face to face component of this course: Tuesdays 7:00am - 9:50am |
| Catalog Description: | Study of the elements and concepts of two-dimensional design |
ISBN: 978-1-56898-702-6  
*For your convenience, a PDF format of this required textbook has been uploaded to Canvas.* |
Course Dates & Times:

Tuesdays 7:00 am – 9:50am, Nathelyne Architecture Bldg. 117 Aug 24, 2020 - Dec 09, 2020

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

• Understand the basic principles of 2-D design: point/line/plane, balance, scale, figure/ground
• Understand the creative process and apply it to problem solving
• Research and explore ideas and concepts and how they communicate
• Become proficient with basic design media, tools, and techniques
• Develop a basis for evaluating the work of others by understanding vocabulary of design
• Produce a portfolio of 2-D works focusing on the methods and techniques listed above

Major Course Requirements

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

• Assignments/Papers/Exercises: Written assignments are designed to supplement and reinforce course materials. This includes your Design Notebook/Journal. These assignments are embedded in each project.
• Projects: Assignments designed to measure ability to apply presented course material. Each project will be graded on the following criteria: Project Requirements, Sketch Process/Creativity, Message/Center of Interest, Execution/Technique, and Deadlines.
• Participation: Participation in class discussions and critiques. This grade will be embedded to the project grades.
• Attendance: See attendance policy for complete calculations.
• Expectations: You are expected to:
  o Have your required materials
  o Be ready for critique at all times
  o Read and reflect on the required research/readings
  o Do your sketching at home when required
  o Read and re-read your project briefs
  o Be open to criticism and have a good attitude
  o Turn in work on time
  o Do more than what is asked of you

Method of Determining Final Course Grade

<table>
<thead>
<tr>
<th>Course Grade Requirement</th>
<th>Value</th>
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<tbody>
<tr>
<td>Projects/ Exercises/Learning Journal</td>
<td>40%</td>
</tr>
<tr>
<td>Critiques/Discussions/ Brainwriting Session</td>
<td>20%</td>
</tr>
<tr>
<td>Attendance/Class Participation</td>
<td>15%</td>
</tr>
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</table>
### Grading Criteria, Conversion, and Rubric:

**A = 90–100, B = 80–89, C = 70–79, D = 60–69, F = 0–59**

**A**
- **Project Requirements:** Project fully meets or exceeds requirements, fully demonstrates concepts/techniques covered. Creativity: Exceptional creativity. Attention to detail is obvious. Process/Concept Development: Creative Process is strong and significant progress was shown during every critique. Design has a clear message and communicates well. Execution/Technique/Craftsmanship: Exceptional quality. No evidence of error. Deadline: Project submitted on time; wise use of time allotted.

**B**
- **Project Requirements:** Project mostly meets requirements and demonstrates concepts/techniques. Creativity: Very good. Presentation, mostly original artwork, creative, and pleasing to view. More attention to details. Process/Concept Development: Creative Process is good, and progress was shown during every critique. Design has made an attempt at having a message but distractions in composition or errors in technical. Execution/Technique/Craftsmanship: Very good quality. No more than 1-2 minor errors in technique, or composition. Deadline: Project submitted on time; good use of time allotted.

**C**
- **Project Requirements:** Shows evidence of some requirements, techniques/concepts. Creativity: Good creativity. Average appearance, some lack in aesthetics or creativity. Design has many different eye-catching elements that confuse the message. Process/Concept Development: Creative Process needs work and progress was not shown during every critique. Design is difficult to understand in terms of message. Center of interest is hard to find. Execution/Technique/Craftsmanship: Good quality. 2 or more errors in technique/composition. Deadline: Project submitted; no good use of time allotted.

**D**
- **Project Requirements:** Project shows minimal evidence of requirements, concepts and/or techniques covered. Creativity: Fair. Plain, does not meet minimum requirements – not particularly creative or lacks originality. Design appears to have little thought to subject placement. Process/Concept Development: Creative Process needs work and progress was not shown during every critique. Casual observers will find little excitement in image. Execution/Technique/Craftsmanship: Fair quality. Fair composition and other errors. Deadline: Project submitted; no good use of time allotted.

**F**
- **Project Requirements:** Project shows no evidence of requirements, concepts not demonstrated, or no project submitted. Creativity: Poor. Low appeal, unoriginal, use of canned images or artwork. Not creative. Process/Concept Development: Creative Process needs work and progress was not shown during every critique. No clear message. Execution/Technique/Craftsmanship: Poor quality. No composition techniques, or poorly composed. Deadline: Project submitted after deadline. No legitimate excuse.

### Communication Expectations and Standards:

During the week (M-F) I will check “CONVERSATIONS” in Canvas Inbox, Groupme app., and monitor the discussion boards/Student Lounge several times a day. If you have a concern and send me a message, you can expect a response within 48 hours.

### Hybrid/Blend Class Criteria/Grading/Late Assignment Policy

This course is organized into Modules. Each Module includes objectives/Overview to the topic, a lecture video/summary, discussion, assignment/project, quiz, collaborations, etc.

Course modules contents will be opened weekly, open access on Tuesdays at 8:00am and will close on the following Mondays at midnight.

*You must complete Module 1 by the first Sunday (11:59 PM), August 30th. This will be counted for attendance and participation for the first week of this course*
Students are expected to submit their assignments by the assigned due dates. It is the student's responsibility to read and adhere to all due dates listed. The purpose of this policy is to help students with time management and ensure optimum academic success in the course.

All assignments are due by midnight on the due dates indicated. Technical issues are not valid excuses for late work.

Students who do not participate in class, that is, who consistently do not complete assignments, quizzes, respond to forums or turn in other work will be dropped from the class for non-participation.

Any assignment posted or turned in after the indicated due dates will be subject to the following:

1 - 24 hours late loses 25% off the total earned grade.
24 - 48 hours additional 25% off (50% off the total earned grade)
48-72 hours additional 25% off (75% off the total earned grade)
72 - 96 hours additional 25% off (100% off the total earned grade) Assignments will NOT be accepted after fourth day of the due date.

SPECIAL NEEDS ACCOMMODATION: PLEASE CONTACT THE DISABILTY SERVICES OFFICE

Course Materials

These are items that you will use throughout your tenure here. Please purchase and maintain these items for use in studio courses. The faculty will not loan out or purchase materials for you. It is imperative for you to be prepared for studio with these materials.

Visit your local craft and hobby stores. Many of these places will offer coupons that will greatly reduce your costs. Check local newspapers as well as store websites for coupons. Supplies will be found in the art and hobby sections of the stores.

A preset list is available on DickBlick.com: https://www.dickblick.com/lists/blicku/HP2FSULT75CWX/items/[link to external site] (Links to an external site.)

Sketch paper
Tracing Paper
Pencils
Ruler with foam or corked backing (helps ruler from sliding around)
Black Sharpies, Markers, or Drafting (Technical) Pens (*I have two posted on the Blick list, but you only need one set) #1 X-acto Knife, and extra #11 blade
Scissors
Spray adhesive/Glue Sticks
Magazines and newspapers
Self-healing cutting matte
11"x14" White Bristol paper (important to get this heavy paper to hold different media, including paint, glue, ink, paper, etc.)

Technology Needed
Camera or Cell phone with camera
USB or external hard drive to save all projects, research, writing, etc.
Access to Adobe Suites (Cloud) – specifically Adobe Spark/Illustrator/Photoshop

Continued access to a computer

Internet access

Access to Adobe Suites (Cloud) for Students

You will need access to the Adobe programs throughout your courses. There are student discounts.

https://www.adobe.com/creativecloud/buy/students.html?sdid=1XGJD51C&mve=search&ef_id=FA1alQobChMI6d2km__Hq6QIYRfyIbX3SFOQ56EAAAASAEgJQVPD

This is a Hybrid/Blend course. Your participation and attendance are graded on your online presence as well as in person: Turning in weekly assignments, discussions, digital learning journals, quizzes, etc. Check Canvas and emails several times a week for all postings, projects, grades, updates, etc.

This class is designed to be an interactive and collaborative environment that encourages students to create works as well as discuss design. If you are absent or do not participate, then you are not an asset to the learning environment and you cannot successfully progress in the coursework.

Course Procedures or Additional Instructor Policies

Taskstream

Taskstream is a tool that Prairie View A&M University uses for assessment purposes. One of your assignments may be required to be submitted as an “artifact,” an item of coursework that serves as evidence that course objectives are met. If applicable, more information will be provided during the semester by your department, but for general information, you can visit Taskstream via the link in eCourses.

Class Attendance Policy (See Catalog for Full Attendance Policy)

Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or internet. Excessive absenteeism, whether excused or unexcused, may result in a student’s course grade being reduced or in assignment of a grade of “F”. Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University’s attendance policy in each course syllabus.

Those students expecting to miss an entire class session due to unavoidable circumstances must make arrangements prior to the missed class session. Students are responsible to obtain all instructional information and announcements in all class meetings. It is the student’s responsibility to contact the instructor for any information missed.

Missing a percentage of weekly/daily class meetings, online or face to face, is marked as 20% off your attendance/participation grade for that day/week. Three Tardis equal an absence.

After three unexcused absences your letter grade drops for every class missed thereafter. After seven classes you will receive an F for this course.

Submission of Assignments

All assignments will be posted on Canvas. All work is to be turned in before or on the due dates during class. Be mindful of all due dates. You will not be reminded when work is due (see the Hybrid/Blend Class Criteria/Grading/Late Assignment Policy in Module 1). Do not beg for extra credit particularly at the end of the semester because none will be assigned.

It is your responsibility to make sure that you can log onto Canvas. No exceptions will be made for those who do not attend to this matter. If you are having trouble with Canvas, call IT, at 936-261-2525 or call the Canvas support hotline at +1 (844) 394-2781 and get it resolved quickly.
Discussion Requirement - Online Courses:

Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can take place in a seminar fashion.

This will be accomplished using the discussion forum. The exact use of the discussion board will be determined by the instructor.

Students are required to log-on to the course website often to participate in discussion. It is strongly advised that you check the discussion area daily to keep abreast of discussions. When a topic is posted, everyone is required to participate. The exact use of discussion will be determined by the instructor.

When you are required to participate in the ‘Discussion Forum’ reply with your comments and respond to at least one of your classmates. All comments must be posted by the deadlines to receive credit. You will not receive any credit if you copy comments from readily available resources word for word (ex: online text, lectures, textbook, etc.). Last-minute posts that do not provide time for other students to respond will not be counted as “substantial” replies. This is the same as shouting as a response as you walk out of a room. Your substantive replies should be posted in time for others to respond. The final due date of the discussion is for finishing up the conversation or assignment.

It is strongly suggested that students type their discussion postings in a word processing application and save it to their computer, a removable drive, cloud storage, email, etc. before posting to the discussion forum. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; and 2) grammatical errors can be greatly minimized using the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board.

Formatting Documents

You will be required to upload files to Canvas. Microsoft Word is the standard word processing tool used at PVAMU. If you’re using other word processors, be sure to use the “save as” tool and save the document in either Rich-Text or plain text format. THE ONLY FILE FORMATS THAT WILL BE ACCEPTED ARE: Microsoft Word (.doc or .docx), Text files (.txt or .rtf), PDFs, PowerPoint (when required) and .jpg/.png files. Any file not submitted in those formats with the correct file name will not be graded.

All file names must include your last name, underscore, first initial, underscore and title of the assignment. For example, for the first assignment: Pennington_M_texture.doc. Any file not saved in the correct manner will not be graded.

Exam Policy

Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (See Student Handbook). There is no make-up for the final.

Quiz Policy

Quizzes will be taken as scheduled.

Video Conferencing Etiquette

When using Zoom, WebEx or other video conferencing tools, confirm the visible area is tidy, clear of background clutter, inappropriate or offensive posters, and other distractions. Ensure you dress appropriately and avoid using high traffic or noisy areas. Stay muted when you are not speaking and avoid eating/drinking during session. Before class session begins, test audio, video and lighting to alleviate technology issues.
Netiquette (online etiquette)

Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussions boards. Foul or abusive language will not be tolerated. Do not use ALL CAPS for communicating to others AS IT CAN BE INTERPRETED AS YELLING. Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you.” Limit and possibly avoid the use of emoticons. Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and the message might be taken seriously or sound offensive.

- Respond to prompts first

Your first response should be to the instructor’s prompt that usually requests the examination of ideas and resources, and the development of connections to the course. Then, comment politely and supportively to the responses of others in the discussion. Seek to make connections between your responses and the responses of others.

- Don’t procrastinate

Aim at getting your discussion assignments and projects in early. Late assignments or discussions can slow the class down and will not benefit you as the learner.

- Be polite

Just because students are interacting online doesn’t mean they should forget their manners. Address your peer or instructor with their names for each post or email asking for helping politely, and thanking their peers when they get it, can help to create a strong community among students that helps them learn. Do not use ALL CAPS. It is considered yelling and inappropriate. Do not use unnecessary exclamation marks and text messaging-style for official assignment postings & email to the instructor. Caps where appropriate, example proper nouns and at the beginning of each sentence. Do not use graphics that have sexual, political or religious implications. Inappropriate language will not be tolerated, and the instructor has the right to determine what is inappropriate. Disrespectful students are subject to discipline or dismissal from the online learning platform for this course. If you are unsure if a certain graphic is appropriate, email your instructor privately.

- Be substantive

Do not start your response with trivial statements like ‘I loved your post’ or ‘I really enjoyed your post’ or ‘Great post’. Instead respond in a way that recognizes what the classmate has stated specifically. Then, continue the response by adding to the original post or presenting a different perspective. The response should continue the discussion, not simply compliment the original post. Ask questions. Small, technical questions, and large/unanswerable questions. Questions you aren’t sure how to answer.

- Provide proof

Whenever students respond to a post, or make an original one, they should back up their statements with evidence—including quotes or statistics—from the class readings or any additional research they have done on the post’s topic. This can be done by providing a citation for books or journal articles, as well as posting links to where readers can find the information being referenced in the post. When citing a source, students should remember to include the work’s name, author, and page number where the information can be found.

- Disagree respectfully
If you disagree with someone, agree with part of their point first, and respectfully outline specific points on which you offer specific evidence that shows your point. Be descriptive, not vague; be specific rather than global. Avoid the use of adjectives in describing another’s work, although an occasional compliment is useful.

- Organization and Grammar

It is strongly suggested that students type their discussion postings in a word processing application and save it to your computer or a removable drive before posting to the discussion board. This is important for two reasons:

1) If for some reason your discussion responses are lost in your online course, you will have another copy
2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions.

- Communication Expectations and Standards

Always treat your professor with respect and address professor’s proper title: Prof! The best way to contact me is through my Prairie View A&M University email. All emails will be sent to your student email given through Prairie View A&M University. Please do not send emails through your personal email accounts. The university’s email system does not always recognize personal emails and can get lost or never delivered. Emails or discussion postings will receive a response from the instructor within 48 hours. Urgent emails should be marked as such. Check regularly for responses. Please make sure that you include your name, use clear language, dates and times you are enrolled in the class, check your spelling, grammar, punctuation, etc. If you prefer to communicate in person, you are welcome to stop by my office during office hours. Appointments are highly recommended!

Student Support and Success

John B. Coleman Library

The library and its partners have as their mission to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University’s mission of teaching, research, and service and to support the University’s core values of access and quality, diversity, leadership, relevance, and social responsibility through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. Phone: 936-261-1500; Website: J. B. Coleman Library (Links to an external site.).

Academic Advising Services

Academic Advising Services offers students a variety of services that contributes to student success and leads towards graduation. We assist students with understanding university policies and procedures that affect academic progress. We support the early alert program to help students get connected to success early in the semester. We help refer students to the appropriate academic support services when the student is unsure of the best resource for their needs. Some students are supported by faculty advisors in their respective colleges. Your faculty advisor can be identified in PantherTracks. Advisors with Academic Advising Services are available to all students. We are located across campus. You can find your advisor’s location by academic major at the Academic Advising Website (Links to an external site.), Phone: 936-261-5911.

The University Tutoring Center

The University Tutoring Center (UTC) offers free tutoring and academic support to all registered PVAMU students. The mission of the UTC is to help provide a solid academic foundation that enables students to become confident, capable, independent learners. Competent and caring staff and peer tutors guide students in identifying, acquiring, and enhancing the knowledge, skills, and attitudes needed to reach their desired goals. Tutoring and academic support is offered faceto-face in the UTC, in virtual face-to-face sessions (Links to an external site.), and through online sessions at PVPlace (Links to an external site.). Other support
services available for students include Supplemental Instruction, Study Break, Academic Success Workshops, and Algebra Study Jam. Location: J. B. Coleman Library, Rm. 307; Phone: 936-261-1561; Email: pvtutoring@pvamu.edu; Website: University Tutoring Center (Links to an external site.).

The Writing Center

The Writing Center provides well-trained peer tutors that assist students with writing assignments at any stage of the writing process. Tutors help students with various writing tasks from understanding assignments, brainstorming, drafting, revising, editing, researching, and integrating sources. Students have free access to Grammarly online writing assistance. Grammarly is an automated proofreading and plagiarism detection tool. Student must register for Grammarly by using their student email address. In addition, students have access to face-to-face as well as virtual tutoring services either asynchronously via email or synchronously via Zoom. Location: J. B. Coleman Library, Rm. 209; Phone: 936-261-3724; Website: The Writing Center (Links to an external site.); Grammarly Registration (Links to an external site.).

Academic Early Alert

Academic Early Alert is a proactive system of communication and collaboration between faculty, academic advisors, and PVAMU students that is designed to support student success by promptly identifying issues and allowing for intervention. Academic Early Alert helps students by providing a central location to schedule advising appointments, view advisor contact information, and request assistance. Students who recognize that they have a problem that is negatively affecting their academic performance or ability to continue school may self-refer an Academic Early Alert. To do so, students will log in to PVPlace and click on Academic Early Alert on the left sidebar. Phone: 936-261-5902; Website: Academic Early Alert (Links to an external site.)

Student Counseling Services

The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and provides assistance to students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Hobart Taylor, 2nd floor; Phone: 936-261-3564; Website: Student Counseling Services (Links to an external site.).

Office of Testing Services

Testing Services serves to create opportunities by offering suite of exams that aid in the students’ academic and professional success. Currently we administer entrance (HESI A2), college readiness (TSI assessment), Prior Learning (CLEP, DSST), and proctored exams. Location: Wilhelmina Delco, 3rd Floor, Rm. 305; Phone: 936-261-3627; Email: aetesting@pvamu.edu; Website: Testing Services (Links to an external site.).

Disability Statement (See Student Handbook):

Students with disabilities, including learning disabilities, who wish to request accommodations in class should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator. Students should also inform the instructor of their need for accommodations immediately at the outset of the course so that a solution designed to being successful in class can be produced.

Office of Diagnostic Testing and Disability Services

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 believe you have a disability requiring an accommodation, contact the Office of Disability Services. As a federally mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include: learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hardware and software, adapted furniture, proctoring of nonstandardized test administrations, ASL interpreters, ALDs, digital recorders, Livescribe, and a comprehensive referral network across campus and the broader community. Location: Hobart Taylor, Rm. 1D128; Phone: 936-261-3583; Website: Disability Services [Links to an external site.].

Center for Instructional Innovation and Technology Services (CIITS)

Distance Learning, also referred to as Distance Education, is the employment of alternative instructional delivery methods to extend programs and services to persons unable to attend college in the traditional manner. The Center for Instructional Innovation and Technology Services (CIITS) supports student learning through online, hybrid, web-assisted and 2-way video course delivery. For more details and contact information, visit: CIITS Student Webpage [Links to an external site.]; Phone: 936-261-3283.

Veteran Affairs

Veteran Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall, Rm. 102; Phone: 936-261-3563; Website: Veteran Affairs [Links to an external site.].

Office for Student Engagement

The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development and campus governance. Location: Memorial Student Center, Rm. 221; Phone: 936-261-1340; Website: Office for Student Engagement [Links to an external site.].

Career Services

Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the Career Services website for information regarding services provided. Location: Anderson Hall, 2nd floor; Phone: 936-261-3570; Website: Career Services [Links to an external site.].

University Rules and Procedures

Academic Misconduct (See Student Planner)

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Planner, especially the section on academic misconduct (see University Administrative Guidelines on Academic Integrity). Students who engage in academic misconduct are subject to university disciplinary procedures. As listed in the PVAMU Undergraduate Catalog, Graduate Catalog, and the Student Planner, the following are examples of prohibited conduct. This list is not designed to be all-inclusive or exhaustive. In addition to academic sanctions, any student found to have committed or to have attempted to commit the following academic misconduct may also be subject to disciplinary review and action as outlined in the PVAMU Student Planner.
Forms of Academic Dishonesty:

1. **Cheating**: Deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not learned, giving or receiving aid unauthorized by the instructor on assignments or examinations. Examples: unauthorized use of notes for a test; using a “cheat sheet” on a quiz or exam; any alteration made on a graded test or exam which is then resubmitted to the teacher.

2. **Plagiarism**: Careless or deliberate use of the work or the ideas of another; representation of another’s work, words, ideas, or data as your own without permission or appropriate acknowledgment. Examples: copying another’s paper or answers, failure to identify information or essays from the Internet and submitting or representing it as your own; submitting an assignment which has been partially or wholly done by another and claiming it as yours; not properly acknowledging a source which has been summarized or paraphrased in your work; failure to acknowledge the use of another’s words with quotation marks.

3. **Multiple Submission**: Submission of work from one course to satisfy a requirement in another course without explicit permission. Example: using a paper prepared and graded for credit in one course to fulfill a requirement and receive credit in a different course.

4. **Conspiracy**: Agreeing with one or more persons to commit an act of academic/scholastic dishonesty.

Fabrication of Information/Forgery: Use or submission of contrived, invented, forged, or altered information in any assignment, laboratory exercise, or test; tampering with or production of a counterfeit document, particularly documents which make up the student’s academic record. Examples: making up a source or citing nonexistent publication or article; representing made up data as real for an experiment in a science laboratory class; forging a change of grade or student withdrawal record; falsifying any document related to a student academic exercise.

**Nonacademic Misconduct (See Student Planner)**

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either: (1) the instructor’s ability to conduct the class; (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

**Sexual Misconduct**

Sexual harassment of students and employees at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating the university’s sexual harassment policy will be subject to disciplinary action. In accordance with the Texas A&M University System guidelines, your instructor is obligated to report to the Office of Title IX Compliance (titleixteam@pvamu.edu) any instance of sexual misconduct involving a student, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which the instructor becomes aware during this course through writing, discussion, or personal disclosure. The faculty and staff of PVAMU actively strive to provide a learning, working, and living environment that promotes respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like assistance, or have questions, they may contact the Title IX Coordinator at 936-261-2144 or titleixteam@pvamu.edu. More information can be found at the Title IX Webpage (Links to an external site.) including confidential resources available on campus.
Pregnancy, Pregnancy-related, and Parenting Accommodations

Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related condition, or parenting (reasonably immediate postpartum period) are encouraged to contact Student Disability Services or the Dean of Students’ Office for additional information and to request accommodations. More information can be found at this webpage (Links to an external site.).

Non-Discrimination Statement

Prairie View A&M University does not discriminate on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation or gender identity in its programs and activities. The University is committed to supporting students and complying with the Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of discrimination or harassment, we encourage you to report it. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Director of Equal Opportunity & Diversity has been designated to handle inquiries regarding the non-discrimination policies, and can be reached at Harrington Science Building, Suite 109 or by phone 936-261-1744 or 1792.

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor’s assessment of their academic performance, the student has a right to appeal by the procedure listed in the University Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint. Students can file Academic Complaints and/or Grade Appeals at this webpage (Links to an external site.).

Minimum Recommended Hardware and Software:

- Intel PC or Laptop with Windows 10 or later version; Mac with OS High Sierra*
- Smartphone or iPad/Tablet with Wi-Fi*
- High speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari or Firefox

*Smartphone, Google Chrome books and Android tablets may not be supported. iPads are the only tablets supported.

Note: Be sure to enable Java & pop-ups in the Web browser preferences

Participants should have a basic proficiency of the following computer skills:

- Sending and receiving emails
- A working knowledge of the Internet
- Microsoft Word (or a program convertible to Word)
- Acrobat PDF Reader
- Windows or Mac OS

Video conferencing software

Technical Support

Students should go to the Password Reset Tool (Links to an external site.) if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Center for Instructional Innovation and Technology Services (CIITS) at 936-261-3283 or email ciits@pvamu.edu.

Student Support and Success

Password: Students should go to https://mypassword.pvamu.edu/ (Links to an external site.) if they have password issues. The page will provide instructions for resetting passwords. You can also contact the P.V.A.M.U. IT Helpdesk on campus at ext. 2525 or (936) 261-2525 for additional technical support. You can also visit the office location in the S. R. Collins Building Room 126.

Student FAQ’s: at http://www.pvamu.edu/dlearning/students/student-faqs/ (Links to an external site.). For additional questions, call the Center for Instructional Innovation and Technology Services (CIITS) at (936) 261-3283 or email at ciits@pvamu.edu.

Submission of Assignments-On Line Courses:

Assignments, Papers, Exercises, and Projects will distributed and submitted through your online course. Directions for accessing your online course will be provided. Additional assistance can be obtained from the Office of Distance Learning.

Recommended Browsers

Canvas: If you have any questions about Canvas, go to Live Chat with Canvas Support (Students) (Links to an external site.) or call the Canvas support hotline at +1.844.394.2781.

We have learned that Canvas works better with Google Chrome and Firefox than with Internet Explorer. If Internet Explorer is currently your only browser, you may want to install Chrome (Links to an external site.) or Firefox (Links to an external site.) (Links to an external site.) For more details, see Which Browsers Does Canvas Support? (Links to an external site.) (Links to an external site.)

How to Download the Free Adobe Reader

Some of the files in this course are PDF files and require Adobe Reader. If you don’t have Adobe Reader on your computer, use this link to download the free Adobe Reader: http://get.adobe.com/reader/ (Links to an external site.) (Links to an external site.)

COVID-19 Campus Safety Measures

To promote public safety and protect students, faculty, and staff during the COVID-19 pandemic, Prairie View A&M University has adopted policies and practices for the Fall 2020 academic term to limit virus transmission. Students must observe the following practices while participating in face-to-face courses and course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.):
• Self-monitoring - Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction.

• Face Coverings - Face coverings (cloth face covering, surgical mask, etc.) must be properly worn in all non-private spaces including classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource and support offices, and outdoor spaces where 6 feet of physical distancing is difficult to reliably maintain.

• Physical Distancing - Physical distancing must be maintained between students, instructors, and others in course and course-related activities.

• Classroom Ingress/Egress - Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Students should leave classrooms promptly after course activities have concluded, should not congregate in hallways and should maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.

• Face-to-face Class - To attend a face-to-face class, students must wear a face covering (or a face shield if they have an exemption letter). If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office for Student Conduct for adjudication. Additionally, the faculty member may choose to teach that day’s class remotely for all students.

COVID-19 Guidelines for Student Conduct Adjudication - The mandatory COVID-19 Training/Certification taken by all students serves as the 1st Warning for violation of COVID-19 Guidelines.

• 1st incident: upon review of Incident Report and finding of responsibility — Conduct Probation

• 2nd incident: upon review of Incident Report and finding of responsibility — Suspension

• Consult the Code of Student Conduct in the Student Planner or Student Conduct website (Links to an external site.) for additional information on Conduct Probation and Suspension.

Personal Illness and Quarantine - Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities. Students experiencing personal injury or illness that is too severe for the student to attend class qualify for an excused absence. To receive an excused absence, students must provide appropriate documentation to the Office for Student Conduct, studentconduct@pvamu.edu
ARTS 1113-P03 Design I Hybrid/Blend Course Schedule Fall 2020

- August 24 - First Day of Class
- September 7 - Labor Day Holiday (University Closed)
- September 9 - Final Day to Drop/Withdraw from Course(s)
- November 25-27, Wednesday-Friday - Thanksgiving Holiday (University Closed)
- Dec 3 - Dec 9 Examination Period

<table>
<thead>
<tr>
<th>Modules</th>
<th>Topic</th>
<th>Assignment/Activity Hybrid/Blend</th>
<th>Due:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 1:</strong> Week 1</td>
<td>Course Introduction</td>
<td>[Week 1 - August 24-30]</td>
<td>In Class Work</td>
</tr>
<tr>
<td></td>
<td>Course Expectations</td>
<td>Go over Syllabus, Course Introduction, Course Expectations</td>
<td>Introduce Yourself!</td>
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<td>Introduce Learning Journal</td>
<td>Plagiarism Policy Assignment</td>
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<td>Introduce Design Process</td>
<td>Online Netiquette Assignment</td>
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<td></td>
<td>Introduce Learning Journal</td>
<td>Quiz: Syllabus</td>
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<td></td>
<td>Online Work</td>
<td>Quiz: Design Process</td>
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<td>Plagiarism Policy Assignment</td>
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<td>Online Netiquette Assignment</td>
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<td>Quiz: Syllabus</td>
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<td>Quiz: Design Process</td>
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<tr>
<td><strong>Module 2:</strong> Week 2-3</td>
<td>Design Process</td>
<td>[Week 2 - August 31-Sept. 6]</td>
<td>In Class Work</td>
</tr>
<tr>
<td></td>
<td>Critique Process</td>
<td>Introduce Project 1: Self-Portrait Collage</td>
<td>Project 1: Design Process: Self-Portrait Collage</td>
</tr>
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<td></td>
<td>Introduction to Adobe Spark for Learning Journal</td>
<td>Online Work</td>
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<td>Stage 1: Define the Problem Assignment</td>
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<td>Stage 2: Research Assignment</td>
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<td>Stage 3 Part 1: Ideate (Brainstorming/Rough Sketches) Collaborate</td>
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<td>Stage 3 Part 2 Ideate (Brainstorming/Rough Sketches) Discussion</td>
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<td>Online Work</td>
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<td>Stage 4 Prototype Discussion</td>
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<tr>
<td></td>
<td></td>
<td>Stage 5: Implement/Learn/Refine Discussion</td>
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<tr>
<td>Module</td>
<td>Week</td>
<td>Topic</td>
<td>Activities</td>
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</tr>
</tbody>
</table>
| Module 3: | 4-6 | Point, Line, Plane | Week 4 [Sept. 14-20]  
In Class Work  
Introduce Project 2: Point, Line, Plane  
Quiz: Point, Line, Plane  
Online Work  
Stage 1: Define the Problem Assignment  
Stage 2 Research Assignment  
Stage 3 Part 1: Ideate (Brainstorming/Rough Sketches) Collaborate  
Week 5 [Sept. 21-27]  
In Class Work  
Stage3 Part 2 Ideate (Brainstorming/Rough Sketches) Discussion  
Online Work  
Stage 4 Prototype Discussion  
Week 6 [Sept. 28- Oct. 4]  
In Class Work  
Stage 5: Implement/Learn/Refine | Quiz: Point, Line, Plane  
Project 2: Point, Line, Plane |
| Module 4: | 7-9 | Rhythm and Balance | Week 7 [Oct. 5-11]  
In Class Work  
Introduce Project 3: Rhythm and Balance  
Online Work  
Quiz: Rhythm and Balance  
Stage 1: Define the Problem Assignment  
Stage 2 Research Assignment  
Stage 3 Part 1: Ideate (Brainstorming/Rough Sketches) Collaborate  
Week 8 [Oct. 12 - 18]  
In Class Work  
Stage3 Part 2 Ideate (Brainstorming/Rough Sketches) Discussion  
Online Work  
Stage 4 Prototype Discussion  
Week 9 [Oct. 19 - 25]  
In Class Work  
Stage 5: Implement/Learn/Refine Discussion | Quiz: Rhythm and Balance  
Project 3: Rhythm and Balance |

Midterm Week
| Module 5:  
Week 10-12 | Scale | Week 10 [Oct. 26 – Nov. 1]  
In Class Work  
Introduce Project 4: Scale  
Online Work  
Quiz: Scale  
Stage 1: Define the Problem Assignment  
Stage 2 Research Assignment  
Stage 3 Part 1: Ideate (Brainstorming/Rough Sketches) Collaborate  
Week 11 [Nov. 2 - 8]  
In Class Work  
Stage 3 Part 2 Ideate (Brainstorming/Rough Sketches) Discussion  
Online Work  
Stage 4 Prototype Discussion  
Week 12 [Nov. 9 - 15]  
In Class Work  
Stage 5: Implement/Learn/Refine  
Quiz: Scale  
Project 4: Scale |
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| Module 6:  
Week 13-15 | Shape - Figure/Ground Gestalt Theory Portfolio Reviews | Week 13 [Nov. 16 - 22]  
In Class Work  
Introduce Project 5: Shape - Figure/Ground  
Online Work  
Quiz: Shape - Figure/Ground  
Stage 1: Define the Problem Assignment  
Stage 2 Research Assignment  
Stage 3 Part 1: Ideate (Brainstorming/Rough Sketches) Collaborate  
Week 14 [Nov. 23 - 29]  
In Class Work  
Stage 3 Part 2 Ideate (Brainstorming/Rough Sketches) Discussion  
Online Work  
Discussion Stage 4 Prototype Discussion  
Week 15 [Nov. 30 – Dec. 6]  
In Class Work  
Stage 5: Implement/Learn/Refine Discussion  
Introduce Portfolio Reviews  
Quiz: Shape - Figure/Ground  
Project 5: Shape - Figure/Ground |
<table>
<thead>
<tr>
<th>Module 7: Final Exam Week</th>
<th>Week 16</th>
<th>Portfolio Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 16</td>
<td>In Class Work</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Portfolio Review</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Online Work</td>
<td></td>
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<tr>
<td></td>
<td>Portfolio Review presentation</td>
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</tbody>
</table>

This schedule is subject to change as the semester proceeds in order to cover the most important material in the time allotted. Any revisions will be duly noted and announced in class.