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Graphic Communications Program Review

Introduction

Phillips Community College of the University of Arkansas (PCCUA) is a comprehensive community college with an open-access admissions policy and includes three campus locations: DeWitt, Helena, and Stuttgart. Phillips has four academic divisions including Allied Health, Applied Technology, Arts and Sciences, and Business and Information Systems. The Graphics program is offered through the Applied Technology Division.

PCCUA was created as Phillips County Community College (PCCC), the first public community college to be organized in Arkansas, as a result of Amendment 52 to the Arkansas Constitution in 1964. In 1965, Act 560 of the Arkansas State Legislature paved the way for establishing tax-supported community colleges in Arkansas, and the people of Phillips County provided local financial support for the College.

Classes were first offered in the fall of 1966 in the Naval Reserve Building in Helena, which served as temporary quarters. The new campus and facilities comprised of five buildings were occupied in 1968.

The next three decades were a period of growth for the College with the addition of a Fine Arts Center, A Nursing Education Building, a Technical and Industrial Education Building, the John Easley Administration Building, the Bonner Student Center, renovation of the Lewis Library, and restoration of the Pillow-Thompson House.

The year 1996 was an important year in the history of the College. In March 1996, the people of Arkansas County passed a referendum to annex that county into the PCCC taxing district. The PCCC Board of Trustees changed the name of the College to Phillips Community College to reflect the multi-county support and began plans to expand the off-campus programs in Stuttgart. In June 1996, the State transferred the former Rice Belt Technical Institute in DeWitt to Phillips Community College, and on July 1, 1996, Phillips became a member of the University of Arkansas System.

Institutional Mission Statement

Phillips Community College of the University of Arkansas is a multi-campus, two-year college serving the communities of Eastern Arkansas. The college is committed to helping every student succeed. We provide high quality, accessible educational opportunities and skills development to promote life-long learning, and we engage in the lives of our students and our communities.

Applied Technology Division Mission Statement

In support of the college mission, the purpose of the Division of Applied Technology is to provide quality educational programs consistent with the needs of the community. To accomplish this, the Division:
• Provides career programs to equip students with job skills needed to secure employment
• Provides opportunities to upgrade existing workforce skills
• Encourages effective communication, cultural diversity, social and civic responsibility, critical thinking, mathematical reasoning, and technology utilization through assessment of students and academic programs
• Stresses the development of skills for life-long learning and meets training needs through:
  o Business and Industry Training
  o Customized Training
  o Professional Development Workshops
  o Community Education classes

Along with the mission statements, the division has embraced the six college-wide core competencies that all students should possess upon graduating from PCCUA. The core values established for the division programs are:

• Communication – communicate effectively in an oral or written manner in the graphics environment.
• Cultural Awareness – acknowledge diverse groups of individuals possessing different beliefs, values, attitudes, and customs.
• Social and Civic Responsibility – demonstrate legal/ethical behavior that is appropriate for the graphics professional in today’s society.
• Critical Thinking – develop a critical thinking approach to applying theory to application.
• Mathematical Reasoning – perform computational skills and financial analysis appropriate to the graphics environment.
• Technology Utilization – demonstrate the ability to use computer technology.

**Program Goals, Objectives, and Activities**

Graphic communications is the visual exchange of information encompassing all of the processes involved in getting the image produced into a visual form. It plays a vital part in how people think and draw conclusions from what they have seen. In addition, it has become the lifeblood of our technological society because of its role in influencing the world through printed literature. In essence, graphic communications ensures that the printed image conveys the message that was intended.

The Graphic Department’s objective is to train students to become the graphic artists of today by taking an idea and presenting it in an appropriate format to the appropriate audience. Because the graphics industry is constantly changing and growing, students need a strong foundation to compete in an ever-changing technological society.

**General Program Objectives**

• To provide university-parallel courses of high academic quality on the freshman and sophomore levels for students who may wish to transfer to senior institutions
• To provide occupational skills for students who wish to gain competence in employable skills and for employed workers who wish to upgrade their skills or move into another level of employment
To prepare students for effective citizenship, personal and community living, whether or not they continue formal education; by including a sound general education base in degree programs and academic and cultural courses outside the area of occupations.

To provide courses for continuing education for credit or non-credit on a full time or part time basis and a program of community service activities both by 1) sponsoring courses to meet the interests of various groups, and 2) offering its facilities, its professional staff, and the specific talents of the students to promote civic and cultural life of the community.

To provide students with sound academic advice, guidance and counseling, financial aid, quality student life, and other services not included in instructional programs.

**Service to General Education and Other Disciplinary Programs**

College service and participating with general education and other disciplinary programs is promoted in the Graphic Communications Department. A good example of support is that graphics students design program covers and posters for the Phillips Community College and Helena Little Theatre productions. Other departments have also utilized the graphic students’ creativity and talents to design t-shirts and flyers. The department also partnered with PCCUA in the Big Read activities by demonstrating crafts of the depression era at the children’s tea.

Community service is another area that PCCUA graphics students are encouraged to participate. Joining with Arkansas Delta Arts Partnership, Inc., students work to promote local arts through volunteering at the Annual Delta Dayz Festival. In addition, they participate in the Artists Dash to demonstrate and showcase their talents in an annual Student Art Exhibit. Students also participate in service learning activities by designing and printing “happy” occasion cards for the Helena Regional Medical Center children’s ward and by drawing and presenting portraits to residents of Crestpark Nursing Home. Furthermore, students enter local and national art and photography contests. A graphics student was recently highlighted as “Artist of the Month” at the Arkansas County Museum.

Graphics majors are required to take general education courses as well as discipline specific courses. Knowledge in language, speech, math and social sciences will help prepare them to understand, effectively communicate, and accommodate their future clients’ needs.

**Market Demand**

Market demand in this highly competitive field changes quickly and often. Technologies once thought to be new not long ago are becoming a part of our everyday landscape. With an ever-increasing appreciation of and demand for graphic imagery by the marketplace and the media, the outlook for creative and innovative designers who can master their art in these new environments has never been brighter. The growth in the graphic communications field is partly due to the increasing expansion of the entertainment market, social media, web designing, and interactive internet publications.

In spite of predicted growth in this field, the economy has still affected the job market. According to the Occupational Outlook Handbook produced by the Bureau of Labor and Statistics, "Employment
of graphic designers is expected to increase by 13 percent from 2010 to 2020, about as fast as the average for all occupations. Employment of graphic designers in printing and publishing is expected to increase by two percent and decline by four percent respectively during the projection period. However, as shown in the table below, employment for graphic designers in computer systems design and related services is expected to grow by 61 percent over the same period.

### Table I: Predicted Growth Outcomes

<table>
<thead>
<tr>
<th>Graphic Employment Fields</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer systems design and related services</td>
<td>61</td>
</tr>
<tr>
<td>Specialized design services</td>
<td>27</td>
</tr>
<tr>
<td>Advertising, public relations, and related services</td>
<td>17</td>
</tr>
<tr>
<td>Printing and related support activities</td>
<td>2</td>
</tr>
<tr>
<td>Publishing industries (except Internet)</td>
<td>-4</td>
</tr>
</tbody>
</table>

With the increased use of the Internet, designers will be needed to create designs and images for portable devices, websites, electronic publications, and video entertainment media. Graphic designers will take on increasingly important roles in the marketing of products. For example, graphic designers working in advertising or for computer design firms may influence the design of websites and publications. Designers will work with advertising and marketing staff to create graphics for websites, mobile phones, and other technology.”

---

Student Demand

Skill, creativity, determination and the ability to work will greatly be affected by the daily changing of technology. Therefore, the graphic designer and all other graphic communications specialists will need to stay abreast of the changes to have a competitive edge in the job market.

The PCCUA Graphic Communications Program is equipped to prepare students for a variety of graphic careers. Student and market needs, new technology, and training are all an integral part of the division planning process. The different evaluations and surveys conducted within the division serve as vital resources to help the Graphic Communications Department to learn more about the students and communities it serves. The following items demonstrate the College and division's commitment to respond to the above factors:

- The college administration interacts with legislature and state economic groups to keep abreast of changes that occur in our state and service area.
- Division faculty members work closely with the local chamber of commerce and various other community organizations to identify industry training and job possibilities for students.
- Course, program, and division student learning outcomes are assessed each semester to ensure that students are equipped with the necessary skills to enter the workforce.
- Recommendations and input from Advisory Committees and Employer Surveys ensure that the division’s programs are meeting the needs of its potential market.
- Relationships with area high schools, high school career coaches, Career Pathways, and GEAR UP are maintained and strengthened through recruitment activities.
- Faculty members are encouraged to seek training to stay on the cutting edge of technology and learn new teaching methodologies.

Although Eastern Arkansas is an area with high levels of poverty and declines in industry, there are approximately 35 graphic communications establishments located in the following cities within driving distance which could provide employment opportunities: Helena, Forrest City, Poplar Grove, and Stuttgart in Arkansas; Clarksdale, Southaven, and Olive Branch in Mississippi.

According to the ArkansasWorks and Arkansas JobLink websites, the following graphic position job openings are listed: web design, social media manager, web developer, graphic designer, senior web design, engineering specialist, advertising salesperson, communications coordinator, graphic artist, Commerce graphic designer.

As illustrated below, there are currently over 300 job openings in Arkansas, Mississippi and Tennessee in the graphics field. Employment possibilities still exist if students are willing to relocate or travel short distances.²

² Indeed.com/jobs
Growth in the job market is a good indicator of student demand for the Graphics program. The Graphic Communications program will continue to adjust to changing market demands and offer students the current skills needed to compete in today’s job market.
Curriculum

Current Thinking Trends

The Graphics program adheres to best practices in the graphics field in a variety of ways. Examples include utilizing guest speakers to keep students abreast of changes in the graphic field, requiring students to research and analyze work of other artists, inviting outside artists to critique students’ work, and assigning activities and projects based on world of work experiences.

PCCUA also encourages faculty to attend conferences and seminars to learn best practices as well as emerging skills and teaching methodologies in their respective disciplines. Some of the conferences attended by Graphic instructors are: Arkansas Student Success Symposium, Arkansas Association of Two Year Colleges, and Building a Teaching Community for Student Success. These conferences provided learning new technology such as Camtasia and Snaggitt and invaluable instructional tips on student engagement and cooperative learning.

The department also values the input from the Advisory Committee, which includes a variety of community stakeholders. The committees’ recommendations guide the department in providing a high-quality program and curriculum to better meet the needs of the service area. Graphic classrooms have recently been updated with current software and new computers to align more closely with industry standards as a result of input from the Advisory Committee.

Programs Under Review

The Graphic Communications Department offers the following programs of study: an Associate of Applied Science degree in Graphic Communications and two Certificates of Proficiencies—Computer Art and Design and Graphic Communications. Please refer to Table 2 below for the Curriculum Summary Outline. Detailed check off sheets of the associate degree and certificates, the sequence of courses, and the last semester courses that were offered are included in Appendix A.

Curriculum Summary Outline

<table>
<thead>
<tr>
<th>Table 2: Graphics Communication Associate of Applied Science</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Hours for Degree: 60</td>
<td></td>
</tr>
<tr>
<td><strong>General Education Component – 19 Hours</strong></td>
<td></td>
</tr>
<tr>
<td>Course Number</td>
<td>Course Title</td>
</tr>
<tr>
<td>EH 113</td>
<td>Freshman English I</td>
</tr>
<tr>
<td>EH 123</td>
<td>Freshman English II</td>
</tr>
<tr>
<td>SP 243</td>
<td>Fundamentals of Speech</td>
</tr>
<tr>
<td>PSY 213 or SY 213</td>
<td>Social Science Elective</td>
</tr>
<tr>
<td>MS 123, MS 143, or MS 183</td>
<td>Mathematics Elective</td>
</tr>
<tr>
<td>CT 114</td>
<td>Computer Information Systems</td>
</tr>
<tr>
<td><strong>Graphics Component – 41 Hours</strong></td>
<td></td>
</tr>
<tr>
<td>ART 133</td>
<td>Freehand Drawing</td>
</tr>
<tr>
<td>ART 143</td>
<td>Drawing</td>
</tr>
<tr>
<td>ART 262</td>
<td>Art Seminar</td>
</tr>
</tbody>
</table>
Curriculum Change Process

The process for curriculum development is initiated at the department or division level with faculty suggestions and recommendations. Faculty evaluates and discusses curriculum changes and submits recommendations to the division dean. These proposed changes are routed through a Curriculum Change Form, located in Appendix B, to the Curriculum Committee of the Faculty Senate. Changes are then presented to the Instruction and Curriculum Committee for approval and inclusion in the college catalog and website. The Instruction and Curriculum Committee is a standing committee led by the Vice Chancellor for Instruction, and committee members include division deans, department chairs, Faculty Senate President, Senate representatives, and functional area supervisors. More detailed procedures for adding, deleting, or modifying a course are listed in the PCCUA Policy Manual under Administrative Procedure 420.02 which is also included in Appendix B.

New Course Proposals

The PCCUA Board Policies and College Procedure Manual is very specific regarding the procedure to be followed for new course proposals as outlined in Administrative Procedure 420.02 in Appendix B.

Syllabi

Faculty members are required to provide every enrolled student, the division dean or department chair, and the Vice Chancellor of Instruction with a syllabus for each class taught each semester. A course syllabus template is available to guide faculty in the development and to ensure inclusion of textbook information, course description, course learning objectives, core competencies, expected learning outcomes, grading policy, and other campus information. Current syllabi for Graphics courses are located in Appendix G.

Distance Learning

There are no distance learning courses in this degree program at this time.
Program Faculty

Faculty Members

The academic excellence of a college is largely dependent upon the level of excellence of the faculty. PCCUA is committed to a positive learning environment by providing high-quality educational programs through the employment of dedicated and competent faculty. The minimum professional qualification for a full-time or adjunct/part-time faculty member in the Graphics program is an Associate degree in a related graphic field; however, a bachelor's degree is preferred. Both graphics faculty members have the appropriate academic credentials that include a bachelor's degree or higher and industry experience. Since graphics is a small program at PCCUA, one full-time and one part-time instructor (one in Helena and one in Arkansas County) accomplish department and program goals. Commitment and dedication is evidenced by their combined 23 years of service. Table 3 below lists the program faculty information for both faculty members.

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Subjects Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Hired: 1999</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year Hired: 2008</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Vicki Cobb

Ms. Cobb is a part-time instructor for the Graphic Communications program on the Helena campus. She has been employed with PCCUA since 1998 as the Director of Printing Services and became a part-time instructor in 1999. She also is an advisor in the graphics program. In 2008, she became the program coordinator in the Applied Technology Division on the Helena campus. As program coordinator, Ms. Cobb works under the supervision of the division dean to lead in the development, implementation and delivery of instructional programs in the Applied Technology Division. She works with faculty on issues including program development, assessment, planning, scheduling, and problem solving.

Previous work experience relating to the current curriculum includes an internship at Hammonds & Associates Advertising Agency, The Bolivar Commercial (Cleveland, Mississippi newspaper), Nicholls Printing Company, Fielders Fast Print, and Hoffinger Industries in Helena-West Helena, Arkansas.

The following list of service opportunities is an example of her 2012 and 2013 curriculum vitae:

**Professional Service**

- Consulted with Dr. King on Building Blocks FOE artwork
- Consulted on Achieving the Dream Video project with Paden Phillips
- Consulted on Achieving the Dream Video project with Angelique McGhee
- Consulted with KIPP School’s Ruth Linford concerning art student’s classes
- Reviewed PR 164 textbook *Photo 1* by Katie Stern
- Consulted with Paula Oliver on scanning old photographs for Delta Cultural Center
- Attended the “Building a Teaching Community for Student Success” workshop in Morrilton, Arkansas
- Participated in Workshop Development Panel Discussion
- Met with Amerimax and other local industries concerning training opportunities
- Participated in Delta Days Artist Dash
- Attended Arkansas Student Success Symposium in Conway, Arkansas

**College Service**

- Faculty Senate Curriculum Committee
- Faculty Senate member
- Faculty Senate representative to College Council
- Attended planning meetings for High School Recruitment
- Attended High School and Wal-Mart Recruitment events
- Attended Phi Theta Kappa Induction ceremony
- Attended Scholarship Luncheon
- Attended Spring Fling
Community Service

- Member of Kiwanis
- Attended Kiwanis Murder Mystery and helped with food preparation
- Helped with Kiwanis Murder Mystery tickets
- Helped with Kiwanis Honor Reception programs
- Attended Kiwanis Honors Reception
- Participated in Relay for Life Fund Raisers: Bake Sale, Car Wash, Casual Thursdays
- Worked backstage at the production of Cinderella at PCCUA
- Served on Kiwanis Board
- Worked information booth at Blues Fest

Randi Rauh-Tyler

Ms. Tyler has been a full-time PCCUA instructor in the Graphic Communications program on the DeWitt and Stuttgart campuses since 2008. She was employed at PCCUA in 2004 as the administrative assistant to the Dean of Applied Technology and also served as an adjunct instructor during that time.

Previous work experience relating to the current curriculum includes Window Designer for Marshall Field & Co. and freelance illustrator with Fleming Studios in Chicago, Illinois. In addition, Mrs. Tyler has developed curriculum, websites, logos, brochures, etc. for various organizations, such as RCR Studios, Immanuel Lutheran School, Memphis Arts Council, Memphis Rogues Soccer, Easter Seals, grief counseling organizations, and the Animal Rescue League.

Mrs. Tyler holds professional memberships in the following organizations:

- St. Luke's Lutheran Church
- International Webmasters Association
- HTML Writers Guild
- Lexington’s Who’s Who
- Ladies of the Heart (Arkansas State Director) (Taught in LOTH University online Bereavement groups – during 9/11
- Paint Shop Pro Users Group
- Grief Resource listing for Arrangements.com, Remembering Mom Webring, In Loving Memory of Webring, Remembering Dad Webring.
- Animal Rescue League, Secretary, Web Designer.
- Phi Theta Kappa
- Web Designer Directory
- Web World Net Work
The following list of service opportunities is an example of her curriculum vitae.

**Professional Service**

- Byzantine Museum in Houston (gathered information and pictures for Icons)
- Footage for the Digital Imaging Class – Houston, Wildlife Refuge (background footage for green screen effects)
- Hug or No Hug Campaign development with Naomi Borchert’s Sociology Class
- Download and purchase of software including:
  - Adobe Master Suite CS4
  - Corel Paint Shop Pro X2
  - Blender
  - Gimp
  - Strata
  - Animae Studio
  - Poser
  - Quark 8
  - Camstasia
  - Adobe Master Suite CS5
  - Corel Paint Shop Pro Visual Studio
  - Quark 9 – Add on for presentation features
- Purchase of Books for Learning Software as listed above.
- Teleconference – Understanding and Engaging
- Art Museum – Little Rock (took students to see Andy Warhol exhibit)
- Facebook (Open or Closed Book) Campaign development with Naomi Borchert’s Social Problems Class
- Quark Webinar for presentations
- Faculty Workshop on Difficult Students
- Webinar for CS5

**College Service**

- College 411 Power Points, Revisions and Reorganization
- Posters and Handouts for Recovery Day Single Parent Scholarship work
- Arkansas County Fair Booth
- Career Fair – DeWitt Co-presenter/room assistant
- Equity Committee
- Student Services Committee
- Facebook Presence for Students and Recruitment
- Twitter Presence for College Promotion
- Work on Perkin’s Grant for Network Technology Division
- Posters and Handouts for Classes for Recruitment
- Work on Assessment for Graphic Communications
- Recruitment Meeting
- Phi Theta Kappa Luncheon
- Honors Reception Presenter
- DeWitt Insurance Meeting
- Spring Fling Attendance
- Work with BAS Ft. Smith Advisor for proctoring and advising
- Special Events Committee
- Float for DeWitt Christmas Parade
- Arkansas Fair Booth

Community Service

- Animal Rescue League (Vice-President, Board Member, Website development)
- Grief at Home (Owner, Developer – Website for Bereavement)
- RRT Studios (Owner, Developer – Website for Sharing Graphics)
- Easter Seals, Stuttgart – Art Class for Children
- Arkansas County Fair Judging Art/Photography
- DeWitt City Seal Project (coordinate, instruct and present)
- Big Read – Host Children's Movie at Museum Stuttgart
- Dumas Chamber Meeting
- Matteson, IL presentation of drawing for Zion Lutheran school students
- Channelview, TX presentation to pre-school of drawing for Christmas
- GPACG Member – presented various art projects and assisted with development of logo and presentation of Comida LaMigra Food Truck

Faculty Orientation and Evaluation

PCCUA conducts an orientation program for all new employees at the beginning of their employment. The purpose of the orientation is to welcome the employees and introduce them to the college environment. Each employee and employee supervisor is given a new employee checklist located in Appendix C, which must be completed two to three weeks after the hire date. A resource for employees is the PCCUA Policy Manual, which outlines written policies and procedures and can be accessed through WebAdvisor. Responsibilities of faculty members regarding teaching loads, office hours, evaluation, and other academic issues can also be located in the policy manual.

The PCCUA faculty evaluation system provides feedback from students, peers, and dean for the faculty member to use in improving performance. Faculty members are evaluated each semester by students through a student evaluation and annually by peers and dean through a teaching portfolio, which documents teaching effectiveness, college service, professional growth, and community service. During the annual faculty evaluation conferences, the dean and faculty members review student evaluations and portfolio evaluation findings to identify ways to improve teaching effectiveness and methodologies.
Academic Credentials of Adjunct/Part Time Faculty

All adjunct/part-time faculty must meet the same minimum qualifications of a full-time faculty member.

Average Courses and Credit Hours

Teaching loads at Phillips Community College are determined by considering both credit hours and student contact hours. Overload pay is awarded where regular teaching loads have been fulfilled and additional class offerings are necessary. A point system is utilized to determine the point at which teaching loads have been met and overload compensation begins. A full instruction load for all faculty is 30 points per regular semester based upon the following formula: Course Points = Credit Hours + Lecture Hours + 2/3 (lab hours). For more detailed information concerning teaching loads, refer to Administrative Procedure 364.01 in Appendix C.

Full time faculty members are required to teach a minimum of 15 hours a week. On average, each instructor teaches ten three-hour credit courses per academic year. In 2012-13, the average number of courses and credit hours taught in the graphic department was nine and ten respectively.
Program Resources

Institutional Support for Faculty Development

Faculty is encouraged to attend professional meetings, workshops, conferences, and other events that promote professional growth as funding is available. Each department has a limited budget for faculty travel. These funds are used for meetings and other activities within driving distance of our campuses. If a department has spent its allotted budget or if additional money is needed, a request may be made to the division dean. The additional money may be available through the faculty development fund. The money in this fund is allocated to divisions based on the number of full-time instructors. The Vice Chancellor for Instruction is responsible for administering the funds to each division.

Faculty development funds may be made available to faculty who apply or who are asked to present scholarly papers at regional and national meetings. There is no set limit on the number of presentations that may be requested; however, funds for this type of application are limited and are considered on an individual basis. Presentation requests that result from a competitive selection process receive priority funding status. Concurrent submission to the Vice Chancellor for Instruction and the selecting organization is required for funding consideration.

Other funding opportunities, such as Carl Perkins and the IDEA mini grant have been granted to enhance classroom instruction. Camcorders, soundboards, computers, and software have been purchased with the available funding to give our students an opportunity for training available in the current market.

Professional Development

PCCUA recognizes the professionalism of its faculty and provides opportunities for professional development and training through college and grant funds. Additionally, the College values quality instruction and encourages faculty to keep current in their teaching discipline by focusing on instruction and student learning issues. Administration and the department support graphics faculty to stay current in emerging technologies and teaching strategies by allowing faculty time and resources to participate in workshops, seminars, conferences, and professional organizations. As illustrated in Table 4 on next page, faculty members are involved and committed to professional and scholarly activities.
<table>
<thead>
<tr>
<th>Instructor</th>
<th>Workshops</th>
<th>Conferences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vicki Cobb</td>
<td>• Facebook</td>
<td>• Arkansas Association of Two Year Colleges (AATYC)</td>
</tr>
<tr>
<td></td>
<td>• Green</td>
<td>• Arkansas Student Success Symposium</td>
</tr>
<tr>
<td></td>
<td>• Social Networking</td>
<td>• Arkansas Association of Assessment for Collegiate Learning</td>
</tr>
<tr>
<td></td>
<td>• Session of Great Teacher’s</td>
<td>• Renewable Energy</td>
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<tr>
<td></td>
<td>• CCSSE Institute</td>
<td>• Building a Teaching Community for Student Success</td>
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<tr>
<td></td>
<td>• Cooperative Learning</td>
<td>• Arkansas Student Success Symposium</td>
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<tr>
<td></td>
<td>• Chamber of Commerce Workforce Development</td>
<td>• Arkansas Workforce Managers</td>
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<td></td>
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<td>• Presenter at AATYC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Presenter at Workforce Center</td>
</tr>
<tr>
<td>Randi Rau-Tyler</td>
<td>• Excel</td>
<td>• Adobe Photoshop, Adobe InDesign, Adobe Dreamweaver, and Quark Webinars (2012 and 2013)</td>
</tr>
<tr>
<td></td>
<td>• Cooperative Learning</td>
<td>• Understanding and Engaging Students</td>
</tr>
<tr>
<td></td>
<td>• Difficult Students</td>
<td></td>
</tr>
</tbody>
</table>

**Library Resources**

The following resources are available at the PCCUA Library:

- General circulating collection including fiction, non-fiction, biographies, special interest
- Journals (general interest and special subject areas)
- Newspapers including *Arkansas Democrat-Gazette, Wall Street Journal, USA Today*, local community newspapers, and special subject areas
- Coin-operated copier services
- Computer workstations with Microsoft software products, classroom software, and Internet access
- Online searchable databases (full-text and abstract) including:
  - **Ebsco Databases**
    - PsycINFO, Psychology and Behavioral Sciences Collection
    - CINAHL (nursing and allied health)
    - MLA International Bibliography, MLA Directory of Periodicals
    - Academic Search Elite
    - Business Source Elite
    - ERIC, Professional Development Collection (education)
  - Gale Group: Opposing Viewpoints
- SIRS Discoverer on the Web
- SIRS Knowledge Source
- World Cat
- *Encyclopedia Britannica Online*

- **Interlibrary Loan Services.** PCCUA provides interlibrary loan services for students who need to find materials held in other library collections
- **Courier Services.** PCCUA runs a daily courier service between the 3 campuses

**Titles Available PCCUA Library**

- *The Technical Design Graphics Problem Solver* [by] staff of Research and Education Association; M. Fogi
- *Advertising Graphics; a Workbook and Reference for the Advertising Artist* [by] H. William Bockus, Jr
- *Graphic Novels and Comic Books* [by] edited by Kat Kan,
- *Graphic Design Solutions* [by]Robin Landa.
- *Graphic Design & Visual Communication*[by] Catalod, John W.
- *Graphic Communications Today.* [by]Ryan, William E.

**Availability, Adequacy, and Accessibility of Campus Resources**

The library has several computers that the students may have access to some on-line resources, such as:

- **On-Campus Access**
  - Britannica Online
  - Ebsco
  - Gale Group (Opposing Viewpoints and Literary Criticism Online)
  - SIRS Discover on the Web
  - SIRS Knowledge Source
  - World Cat
  - Ferguson’s Career Guidance Center
- **Additional Websites (Off-Campus Access)**
  - Ferguson’s Career Guidance Center
Library Budget

Funds budgeted for the library are not specifically allocated by academic discipline. Requests for material purchases from all disciplines are approved as funds permit. The library budget for 2012-2013 is included below in Table 5. This budget does not include personnel costs.

Current library staffing includes one full-time director for all three campuses, three full-time and two part-time staff members on the Helena campus, one full-time member on the Dewitt campus, and one full-time staff member on the Stuttgart campus.

<table>
<thead>
<tr>
<th>Campus</th>
<th>Supplies/Services</th>
<th>Holdings</th>
<th>Travel</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helena</td>
<td>$24,000.00</td>
<td>$23,026.00</td>
<td>$3,630.00</td>
<td>$50,656.00</td>
</tr>
<tr>
<td>DeWitt</td>
<td>$16,000.00</td>
<td>$19,737.00</td>
<td>$1,450.00</td>
<td>$37,187.00</td>
</tr>
<tr>
<td>Stuttgart</td>
<td>$16,000.00</td>
<td>$19,737.00</td>
<td>$1,450.00</td>
<td>$37,187.00</td>
</tr>
<tr>
<td>Total by Account</td>
<td>$56,000.00</td>
<td>$62,500.00</td>
<td>$6,530.00</td>
<td>$125,030.00</td>
</tr>
</tbody>
</table>

Graphic Communications Budget

The budget in Table 6 shows the amount allotted for supplies, which was adequate to sustain the program.

<table>
<thead>
<tr>
<th>Campus</th>
<th>Travel</th>
<th>Supplies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helena</td>
<td>$315.00</td>
<td>$2,000.00</td>
</tr>
<tr>
<td>DeWitt</td>
<td>$0</td>
<td>$1,000.00</td>
</tr>
<tr>
<td>Stuttgart</td>
<td>$0</td>
<td>$1,800.00</td>
</tr>
</tbody>
</table>
Program Equipment Purchases

Each classroom is equipped with computers, Smart Boards, digital cameras, and camcorders. In addition, internet access enables the student to have access to a world of information in seconds. Smart Boards enable a complete visual and interactive experience for student learning and participation, which gives graphic students the technical ability to enhance assignments and experience industry standard technology. Program purchases for the last three years are listed below in Table 7.

Table 7: Program Purchases 2011-2013

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Software</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computers (30)</td>
<td>Adobe Master Suite Licenses</td>
</tr>
<tr>
<td>Professional Video Camcorder (2)</td>
<td>Quark</td>
</tr>
<tr>
<td>Sound Mixing Boards (2)</td>
<td>Premiere, Corel</td>
</tr>
<tr>
<td>Small presses for printmaking (2)</td>
<td>Camtasia</td>
</tr>
<tr>
<td>Network Switch</td>
<td>Snaggit</td>
</tr>
<tr>
<td>Network Server</td>
<td></td>
</tr>
<tr>
<td>Printers (3)</td>
<td></td>
</tr>
<tr>
<td>Video camcorders (2)</td>
<td></td>
</tr>
<tr>
<td>DSLR cameras (2)</td>
<td></td>
</tr>
</tbody>
</table>
Instruction via Distance Technology

There is no distance learning instruction in the Graphic Communications program at this time. However, there are ongoing discussions concerning the creation of hybrid courses.
Majors/Declared Students

Number of Undergraduates/Graduate Majors

The number of graphics majors for the associate degree and certificates of proficiencies for the last three years is displayed in Table 8 and the graph below.

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate of Applied Science</td>
<td>6</td>
<td>6</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>Graphic Communications Certificate of Proficiency</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Computer Artistry and Design Certificate of Proficiency</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>

Table 8: Undergraduate/Graduate Majors/Declared Students 2011-2013
Recruitment

- **College Wide** – The PCCUA Recruitment Team led by the Vice Chancellor for College Advancement focuses its efforts on the surrounding high schools (approximately 14) in Arkansas and Mississippi. PCCUA also employs Career Coaches who are a big part of the recruitment team and have a big presence in the high schools. The following are some of the activities in which the team participated during 2012-13: College Goal Sunday, PCCUA College Fair, etiquette lunches for high school juniors and seniors, and Secondary Technical Center visits.

- **Graphics Communications Department** – Faculty members also attend local college and career fairs to showcase program offerings. Contacts made through career and college fairs are followed up through phone calls and mailings. To recruit those in the workforce who want to upgrade skills or pursue a degree, the department delivers fall, spring, and summer class schedules and brochures to local industries and businesses.

Retention

- **Academic Advising** – Academic dean and two program coordinators in the Applied Technology Division serve as advisors to assist students in reaching their academic goals. Students are advised regarding program requirements, detailed degree planning, and College-supported services.

- **Early Alert/Warning System** – This allows opportunities for early faculty-initiated intervention to resolve problems or issues with class attendance, tutoring, advising, or other counseling needs of students.

- **Student Email Accounts** – Each student is provided a college e-mail account to improve communication between the student and instructors as well as the college staff.

- **Student Support Services** – This trio program motivates and supports students in their academic endeavors through academic advising, financial aid counseling, career exploration, peer and computer assisted tutoring, and advocacy with staff and faculty.

- **Student Orientation** – A college-wide orientation is required for new and returning students each fall to provide them with skills and resources to improve student success.

- **Achieving the Dream (AtD)** – This initiative promotes institutional change to improve student success in community colleges by identifying barriers that prevent students from advancing through college programs.

- **Faculty Scheduled Office Hours** – Faculty uses this time to meet with students to discuss course and program issues. Listening to students during this one-on-one time enables faculty to learn of students’ needs to determine and implement strategies that will help students meet those needs.
• Multimedia Classrooms and Technology – Graphics classrooms are equipped with various technology-based components to accommodate a variety of learning styles and to meet the growing technology needs of students.

• Cooperative Learning – Activities incorporated into the classroom setting to assist the learning process. For instance, working in small groups fosters a better understanding of the subject matter as well as learning to work well with others as a team.

• Computer Labs – Access to computer labs are available.

Graduation of Students

• Program Level Advisors – Two program coordinators and division dean are available to assist graphics majors in course selection, completion, and graduation requirements.

• Degree Check Off Sheets – Check offs outlining degree requirements are available to graphics students.

• Graphics Rotation Schedule – A three-year rotation of graphics courses is available for advisors and students to follow to ensure expected graduation date.

• Independent Studies – These are available if students who are graduating have a conflict and are prevented from attending a required course at the scheduled time.

Number of Program Graduates

Listed below in Table 9 is the number of Graphics program graduates for the last three years.

| Table 9: Number of Program Graduates 2011-2013 |
|---|---|---|---|
| 2011 | 2012 | 2013 | TOTAL |
| 11 | 11 | 0 | 22 |
Program Assessment

Program Assessment Process

PCCUA has an extensive college-wide assessment plan with six core competencies to measure outcomes assessment of student learning. The Graphic Communications program's assessment process models the college plan and uses the same core competencies—communication, cultural awareness, social and civic responsibility, critical thinking, mathematical reasoning, and technology utilization—as a major component of instruction and assessment at the course and program level.

To accomplish these goals, the assessment process for each accredited degree program includes the following steps: 1) determine what needs to be assessed, 2) select tools to measure results, 3) establish criteria to determine if concerns exist or if change is needed, 4) administer assessment tools, 5) evaluate results, and 6) develop and implement methods for improvement.

The first two steps in the assessment process are to determine which courses address each competency and what method or tool is used to measure the results within each course. A variety of assessment methods are implemented, including pre and posttests as well as portfolios and critiques. This gives an overall plan for assessing the whole program. The process is then expanded to the individual course level. Learning outcomes and assessment methods to best measure the desired outcomes are determined. Tables 10 and 11 located in Appendix D summarize the steps of determining program competencies, student learning outcomes, and assessment methods.

Steps three and four are to establish criteria and administer assessment tools. Comprehensive student learning data for each course taught is collected and evaluated at the end of each semester to determine if criteria are met and to implement methods for improvement (steps five and six). An Assessment Results/Action Plans report validating outcome results is submitted to the division dean at the end of each semester. The Dean will discuss the findings during the annual evaluation conference. An example of an individual course Assessment Results/Action Plan is provided in Appendix D.

Assessment is an ongoing process. The trended data provides tangible, measureable results that determine where improvement is needed. A Graphics Program Summary Sheet showing the findings for Fall 2009 through Spring 2013 is included in Appendix D.

Program Exit or Capstone Requirements

Although standardized entrance and exit tests are not required of the graphics students, several courses have implemented pre and posttests to assess student improvement. In addition, all students must complete ART 262, Art Seminar, which is the graphic communications capstone course. In this course, the student must be able to exhibit a variety of technical skills and knowledge learned in the development of a final project. Students completing the requirements of ART 262 will display their work in an exhibit to be critiqued by a professional in the graphics field.
Teaching Evaluation

As outlined in the PCCUA Administrative Procedure 370.05 included in Appendix E, all full-time and part-time faculty members will be reviewed annually on the basis of classroom effectiveness, college service, professional growth, and community service. Evidence of instructor effectiveness is provided by student evaluations each semester and a teaching portfolio.

Student Evaluation: A student questionnaire regarding instructor course delivery and design methods is administered to two classes, randomly selected by the division dean, each fall and spring semester. In this student evaluation, which will be available in the Resource Room, students are also given the opportunity to anonymously provide feedback on instructor strengths and offer ways to improve teaching methods that promote student learning and student engagement. A summary of results is provided to the instructor and dean of the division. Student evaluation score averages are based on the following scale: 5-Always, 4-Usually, 3-Sometimes, 2-Rarely, 1-Never.

Teaching Portfolio: Faculty members teaching eighteen points or more are required to annually submit teaching portfolios to document teaching effectiveness, college service, professional growth, and community service. Included in this portfolio is a collection of instructor-selected documents to validate teaching strategies and performance. Minimum requirements for the portfolio are two current syllabi with relevant course information, examples of revisions in course materials, and examples of evaluation methods such as tests and graded assignments. Each portfolio is evaluated by the division dean as well as two instructors within the division and one instructor outside the division. Each section is scored and weighted, resulting in a numerical score that is compared with other faculty. The final evaluation score is based on the following scale:

- 5-Exceptional – Job performance that is outstanding in almost every aspect. An exceptional rating implies that virtually any knowledgeable observer would recognize the overall high quality results in all major areas of job emphasis.
- 4-Excellent – Job performance that is at a fully effective level in all areas of job emphasis and noticeably exceeds that level in several important areas.
- 3-Fully Effective – Job performance at the level intended for the job. Overall performance does not noticeably deviate from an acceptable level.
- 2-Needs Improvement – Job performance that is short of fully effective. Further development and/or experience on the job is needed before fully effective performance can be achieved.
- 1- Unsatisfactory – Would cause virtually any knowledgeable observer to consider whether retention of this employee in his or her present job is justified.

Use of Student Evaluations

During the annual faculty evaluation conference, the dean and faculty members review student evaluations and portfolio evaluation findings to identify ways to improve teaching effectiveness and methodologies. PCCUA recognizes outstanding faculty members on each campus by honoring those
with the highest portfolio scores at the Arkansas Association of Two Year Colleges Annual Conference.

Teaching components that have been incorporated into the curriculum as a result of student evaluations are cooperative learning strategies and service learning projects. Another classroom addition is that Graphic Communications experts are invited as guest lecturers to provide the students an opportunity to relate the knowledge and skills they are learning to the workplace.

**Transfer Information**

Students enrolled in the graphic communications program are following the Associate of Applied Science pathway or seeking a Certificate of Proficiency. Programs of this nature have normally been considered terminal and are generally non-transferrable. However, recently the University of Arkansas at Fort Smith has begun offering a Bachelor of Applied Science degree. Courses are offered on site, compressed video, and online. Three Graphics graduates have continued their education through the U of A Fort Smith.

Students have transferred to other four-year institutions upon comparison of courses: Arkansas State University at Jonesboro, Arkansas; Philander Smith, Little Rock, Arkansas; and Delta State University, Cleveland Mississippi.

**ACTS**

The Arkansas Course Transfer System (ACTS) contains information about the transferability of courses within Arkansas Public Colleges and universities. Students are guaranteed the transfer of applicable credits and the equitable treatment in the application of credits for the admission and degree requirements. Course transferability is not guaranteed for courses listed in ACTS as “No Comparable Course.” Additionally, courses with a “D” frequently do not transfer and institutional policies may vary. ACTS may be accessed on the Internet by going to the ADHE Website and selecting Course Transfer.

[http://acts.adhe.edu/secure/institutiontransferinfo.aspx](http://acts.adhe.edu/secure/institutiontransferinfo.aspx)

**Surveys**

The Applied Technology Division measures student, alumni, and employer satisfaction of offerings and services through the listed surveys in Table 10 on the next page.
Table 10: Applied Technology Division Surveys

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Frequency</th>
<th>Resources</th>
<th>How Data is used:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Survey</td>
<td>Upon applying for graduation</td>
<td>Graduating students</td>
<td>Improvement of courses, services, and programs</td>
</tr>
<tr>
<td>Alumni Survey</td>
<td>Six months after graduation</td>
<td>Former students who completed degree programs</td>
<td>Improvement of courses, services, and programs</td>
</tr>
<tr>
<td>Employer Survey</td>
<td>Annually</td>
<td>Area Businesses</td>
<td>Recommendations implemented to enhance students’ employability skills</td>
</tr>
</tbody>
</table>

In 2011-12, six of the fifteen Applied Technology surveys received were Graphic Communications graduates. All graduates expressed satisfaction with their overall degree. Aggregate results are reflected in in Appendix F.

Although alumni and employer survey responses have been minimal, efforts to improve the response rates are ongoing. To increase the employer survey response, instructors will contact employers individually to collect results.

Program Alignment to Current Job Market Needs

To align the program curriculum to current job market needs for state and local communities is a continuing effort of the division dean, program coordinator and faculty. Research from the Bureau of Labor and Statistics and other related internet sites, graphic communications literature, and graphic communications professionals (advisory committee) are consulted to determine what curriculum practices need to be continued and/or changed.

Job Placement Information

Although PCCUA currently does not have a job placement office, the department tries to track job placement through graduate and alumni surveys. Many students have freelanced their graphic skills in areas such as web design, logo design, and video production, as well as furniture design and manufacturing. Table 11 illustrates recent graphic student employment.

Table 11: Graphic Student Employment

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Helena Daily World</td>
</tr>
<tr>
<td>3</td>
<td>Stuttgart Daily Leader</td>
</tr>
<tr>
<td>1</td>
<td>Coker Hampton Drug Company</td>
</tr>
</tbody>
</table>
Possible Employers for Graphic Students

Due to the migrating population, Phillips and Arkansas Counties have experienced many changes in the local employment possibilities. Salaries range from minimum wage and above, depending on experience. Although most employers do not require a degree, it is regarded as a measure of skill in the graphics area. Listed below are the names and addresses of local companies who hire program graduates.

- **Daily World**
  417 York St.
  Helena, Arkansas 72342

- **Stuttgart Daily Leader**
  111 6th St.
  Stuttgart, Arkansas 72160

- **Drummond Printing, Inc.**
  2114 S. Main Street
  Stuttgart, Arkansas 72160

- **Coker Hampton Drug Company & Gift Shop**
  218 South Main Street
  Stuttgart, Arkansas 72160

- **ARCO Sign**
  305 W 22nd St,
  Stuttgart, Arkansas 72160
Program Effectiveness

Program Strengths

- Faculty possess a Master's degree
- Experienced faculty
- Continuous improvement and updating of courses and materials
- Division dean and program coordinator are committed to academic freedom, faculty autonomy, and instructional creativity in the classroom.
- Faculty commitment to professional development and enhancement of professional skills
- Experience and supportive administration
- Strong advising system
- Continuance of education: Bachelor of Applied Science degree – University of Arkansas, Fort Smith
- Up-to-date equipment
- Current graphics communications software
- Experienced IT staff to maintain laboratories
- Adequate classroom and laboratories facilities
- Active Advisory Committee
- Variety of Available Scholarships for Students

Program Concerns

- Declining population base
- Limited opportunities for local employment
- Large percentage of students considered at risk
- Economically distressed area fails to monetarily reward students for receiving formal education
- Small enrollments require faculty to teach two courses simultaneously in order to have sufficient numbers of students to make a contact load
- Lack of time for more recruitment efforts
- Development of hybrid courses to accommodate changing student enrollment needs
- Increased funding

Program Improvements

New Equipment
- Server
- Laboratory printer
- Network switch
- Camcorders
- Dell Latitude Essentials tablet

Assessment at course program and division level

Through a Carl Perkins Grant, the department purchased the following:
- Adobe Creative Suite CS4
- Computers for graphic communications laboratories
- Camcorder for video production class
- Sound mixers for video production class

**Planned Program Improvements**

Table 12 lists the following program improvements as well as the timetables and costs:

- Increase graphics program enrollment by enhancing recruitment efforts in the high schools
- Become more visible in the community by incorporating more student service learning projects
- Work closely with Advisory Committee to improve curriculum
- Offer more workshops to increase public awareness in graphic communications

<table>
<thead>
<tr>
<th>Improvement</th>
<th>Timetable</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement hybrid graphic communication courses</td>
<td>August 2015</td>
<td>N/A</td>
</tr>
<tr>
<td>Purchase digital SLR cameras (3)</td>
<td>August 2014</td>
<td>$2,100</td>
</tr>
<tr>
<td>Purchase video camcorders (4)</td>
<td>December 2013</td>
<td>$1,200</td>
</tr>
</tbody>
</table>
Institutional Review Team

**Vicki Cobb**
Co-Chair, Program Review
Graphic Communications Part-Time Instructor
Advisor, Applied Technology Division
Program Coordinator
Phillips Community College

**Linda Killion**
Co-Chair, Program Review
Dean, Division of Applied Technology
Division of Business and Information Systems
Phillips Community College

**Randi Rauh-Tyler**
Graphic Communications Instructor
Division of Applied Technology
Phillips Community College

**Cindy Grove**
Network Information Systems Instructor
Advisor, Applied Technology Division
Phillips Community College
References


Appendix A
# Associate of Applied Science
## Graphic Communications (GRCOM.AAS)

<table>
<thead>
<tr>
<th>Name</th>
<th>SS # or Datatel #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>Phone</td>
</tr>
</tbody>
</table>

### English and Fine Arts – 9 Hours
- **EH 113** Freshman English I
- **EH 123** Freshman English II
- **SP 243** Fundamentals of Speech

### Social Science – 3 Hours
- **PSY 213** General Psychology
- **SY 213** Fundamentals of Sociology

### Mathematics – 3 Hours
- **MS 123** College Algebra
- **MS 143** Technical Mathematics
- **MS 183** College Mathematics

### Computer Technology – 4 Hours
- **CT 114** Computer Information Systems
- **PR 274** Computer Graphics

**Total Hours** 19 Hours

<table>
<thead>
<tr>
<th>41 Hours From the Following</th>
<th>Semester</th>
<th>Grade</th>
<th>41 Hours From the Following</th>
<th>Semester</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>PR 103 Graphic Art &amp; Design I</td>
<td>ART 133 Freehand Drawing or Illustration I</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PR 113 Graphic Art &amp; Design II</td>
<td>PR 133 Illustration I</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PR 114 Printmaking</td>
<td>ART 143 Drawing or Illustration II</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PR 123 Typography</td>
<td>PR 143 Illustration II</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>PR 164 Digital Photography</td>
<td>ART 262 Art Seminar</td>
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<tr>
<td>PR 224 Two Dimensional Design</td>
<td>CT 1243 Web Design II</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PR 233 Printing Layout &amp; Design</td>
<td>NT 253 Digital Image Production</td>
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<td></td>
</tr>
</tbody>
</table>

**Program/Graduation Requirements**

**Total Program Hours** 60 Hours

**Total Required Hours** 41 Hours

**Deficiencies**

<table>
<thead>
<tr>
<th>Hours Completed at PCCUA</th>
<th>Hours Transferred</th>
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</thead>
<tbody>
<tr>
<td>Total Hours</td>
<td>Grade Point Average (GPA)</td>
</tr>
</tbody>
</table>

**Advisor (Signature)**

**Vice Chancellor/Dean (Signature)**
# Graphic Communications Certificate of Proficiency

<table>
<thead>
<tr>
<th>Name</th>
<th>SS # or Datatel #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>Phone</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Courses – 13 Hours</th>
<th>Semester</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>PR 103 Graphic Art &amp; Design I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PR 224 Two Dimensional Design I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NT 253 Digital Image Production I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 133 Freehand Drawing or PR 133 Illustration I</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Hours Graphic Communications Certificate of Proficiency</th>
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</table>

## Program/Graduation Requirements

<table>
<thead>
<tr>
<th>Total Program Hours</th>
<th>13 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours Completed at PCCUA</td>
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</tr>
<tr>
<td>Hours Transferred</td>
<td></td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
</tr>
<tr>
<td>Grade Point Average (GPA)</td>
<td></td>
</tr>
</tbody>
</table>

**Deficiencies:**

<table>
<thead>
<tr>
<th>Advisor (Signature)</th>
<th>Vice Chancellor/Dean</th>
</tr>
</thead>
</table>

35
# Computer Art & Design Certificate of Proficiency

<table>
<thead>
<tr>
<th>Name</th>
<th>SS # or Datatel #</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address</th>
<th>Phone</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Required Courses – 12 Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CT 1243</td>
<td>Web Design II</td>
</tr>
<tr>
<td>PR 103</td>
<td>Graphic Art &amp; Design I</td>
</tr>
<tr>
<td>PR 113</td>
<td>Graphic Art &amp; Design II</td>
</tr>
<tr>
<td>NT 253</td>
<td>Digital Image Production</td>
</tr>
</tbody>
</table>

## Total Hours Computer Art & Design Certificate of Proficiency

- 12 hours

## Program/Graduation Requirements

<table>
<thead>
<tr>
<th>Total Program Hours</th>
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<tbody>
<tr>
<td>Hours Completed at PCCUA</td>
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</tr>
<tr>
<td>Hours Transferred</td>
<td></td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
</tr>
<tr>
<td>Grade Point Average (GPA)</td>
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**Deficiencies:**

<table>
<thead>
<tr>
<th>Advisor (Signature)</th>
<th>Vice Chancellor/Dean</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Helena Campus</td>
<td>Fall 011</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>ART 133 Freehand Drawing/Drawing</td>
<td>X</td>
</tr>
<tr>
<td>ART 143</td>
<td></td>
</tr>
<tr>
<td>PR 103 Graphic Art &amp; Design I</td>
<td>X</td>
</tr>
<tr>
<td>PR 113 Graphic Art &amp; Design II</td>
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<tr>
<td>NT 253 Digital Image Production I</td>
<td>X</td>
</tr>
<tr>
<td>NT 273 Digital Image Production II</td>
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</tr>
<tr>
<td>PR 114 Printmaking</td>
<td>X</td>
</tr>
<tr>
<td>PR 123 Typography</td>
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</tr>
<tr>
<td>PR 164 Digital Photography</td>
<td></td>
</tr>
<tr>
<td>PR 224 Two Dimensional Design</td>
<td></td>
</tr>
<tr>
<td>PR 233 Printing, Layout &amp; Design</td>
<td></td>
</tr>
<tr>
<td>PR 274 Computer Graphics</td>
<td></td>
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<tr>
<td>ART 262 Art Seminar</td>
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</table>

<table>
<thead>
<tr>
<th>Arkansas County Campuses</th>
<th>Fall 011</th>
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<th>Fall 012</th>
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<tbody>
<tr>
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<td>PR 143 Illustration II</td>
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<tr>
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<td>X</td>
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<td>X</td>
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<tr>
<td>PR 113 Graphic Art &amp; Design II</td>
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<td></td>
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<td></td>
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<tr>
<td>NT 253 Digital Image Production I</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
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</tr>
<tr>
<td>NT 273 Digital Image Production II</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>PR 114 Printmaking</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>PR 123 Typography</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>PR 164 Digital Photography</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>PR 224 Two Dimensional Design</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>PR 233 Printing, Layout &amp; Design</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>PR 274 Computer Graphics</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>ART 262 Art Seminar</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FALL 2012</td>
<td>SPRING 2013</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>-----------</td>
<td>-------------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>ART 133</td>
<td>ART 262</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>ART 143</td>
<td>PR 103</td>
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<td></td>
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</tr>
<tr>
<td>ART 262</td>
<td>PR 113</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>PR 103</td>
<td>PR 123</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>PR 114</td>
<td>PR 224</td>
<td></td>
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</tr>
<tr>
<td>PR 133</td>
<td>PR 233</td>
<td></td>
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<tr>
<td>PR 143</td>
<td>NT 253</td>
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<tr>
<td>PR 164</td>
<td>NT 273</td>
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<tr>
<td>NT 253</td>
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</tr>
<tr>
<td>NT 273</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A course is an organized, composite unit of instruction, which constitutes a part of a program or curriculum. The concept or origination of a new or revised course may occur from a variety of sources; faculty, administration, professional groups, four-year institutions, or others. Courses may originate and be instituted at any time so long as appropriate review and implementation procedures are followed. These procedures are outlined below for credit courses.

1. The dean or department chair, after preliminary discussion with the Vice Chancellor for Instruction, will file a Curriculum Change form with the Faculty Senate for recommendation (approval or disapproval). The form includes:
   a. Documentation of need for the course.
   b. The level of the course, (i.e., developmental, introductory, college level, etc.) and its applicability to degree or certificate programs.
   c. The transferability of the course to four-year institutions.
   d. The availability of resources (i.e., qualified instructor(s), equipment, special space requirements, etc.).
   e. The syllabus for the course.
   f. Scheduling and frequency.

2. Recommendations made by the Curriculum Committee will be documented on the Curriculum Change form and forwarded to the Instruction and Curriculum Team for discussion and recommendations made considering the resource implications, possible duplications, college-wide or divisional applications, instructor qualifications, etc.

3. The dean or department chair or the originator will answer questions related to information provided on the Curriculum Change form or other issues related to the addition, modification, or deletion of a course.
   NOTE--The Curriculum Change form must be submitted to the Vice Chancellor for Instruction prior to the scheduled meeting date.

4. The Instruction and Curriculum Team submits its recommendations and comments to the Vice Chancellor for Instruction.

5. The Vice Chancellor for Instruction takes appropriate action.

The following procedures will be followed in considering courses for deletion:

1. The dean or department chair, after preliminary discussion with the Vice Chancellor for Instruction, will file a Curriculum Change form with the Curriculum Committee of the Faculty Senate concerning the planned deletion. Recommendations will be submitted to the Instruction and Curriculum Team. The Office of Assessment will refer courses which have not been taught for three years to the Vice Chancellor for Instruction before recommending deletion.
2. After Instruction and Curriculum Team deliberation and recommendation, the Vice Chancellor for Instruction will decide whether to proceed with the recommendation for deletion. The Vice Chancellor for Instruction will confer with the Chancellor and take action as necessary based on the Chancellor’s decision.
PHILLIPS COMMUNITY COLLEGE

RECOMMENDED CURRICULUM CHANGE

FROM: ________________________________ DATE: ________________

DEPARTMENT: ________________________________

SUBJECT: ____________________ ADD _______ DELETE _______ MODIFY

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>TITLE OF COURSE</th>
<th>CREDIT HOURS</th>
<th>PREREQUISITE</th>
<th>WEEKLY SCHEDULE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

COURSE DESCRIPTION (A)

MODIFY COURSE DESCRIPTION TO READ (B)

When a description is to be modified, please type the existing description in (A), and the new description in (B).

Approved: ________________________________

Department Chairperson

ACTION OF CURRICULUM COMMITTEE:

_______ Approved ______ Not Approved DATE: ________________

COMMENTS:

Chairman, Curriculum Committee

Prepare three (3) copies for the Committee
(1) Vice President
(2) Secretary, Curriculum Committee
(3) Chairman, Curriculum Committee
Appendix C
# NEW EMPLOYEE ORIENTATION
## SUPERVISOR CHECKLIST

| SUPERVISOR: ______________________ | NEW EMPLOYEE: ______________________ |
| DATE ISSUED: ____________________ | Office #: ____________ | Phone ext. ______________ |

**To be completed by immediate Supervisor (within first week of hire)**

The following is a checklist of information necessary to orient your new employee. Please check off each point you discussed with the employee and return to the personnel office.

| Review Job Description | 
| Review Employee Evaluation process | 
| Discuss the department’s function at the college, and the importance of customer service | 
| Introduce EE to co-workers & their work responsibilities | 
| Tour the department and campus. Include bathrooms, break rooms and parking areas | 
| Ensure that the new employee’s working area, equipment, tools and supplies are available | 
| Explain levels of supervision within the department | 
| Provide new EE with necessary or required training | 
| Explain use of telephone (personal/college calls), copy machine, copy, mail, & purchasing procedures. | 
| Request access to necessary accounts | 
| Explain procedures for time off – sick & vacation leave | 
| Explain dress codes to include uniforms if applicable and "casual days" | 
| Ensure employee receives keys to office, building, etc. | 
| Discuss work hours, lunch and break times | 
| Discuss overtime pay (see College policy 330/330.01) | 
| Obtain emergency contact phone numbers | 
| Discuss safety and security/emergency conditions and response such as: fire, bomb threat procedures, accident injury procedures, inclement weather policy | 
| Follow up on: Email account, Telephone Access/codes | 
| Intranet Access, WebAdvisor Access | 
| Smoking Policies | 
| Paycheck distribution (15th & end of each month) | 
| Request name badge, business cards, name plate, etc. | 
| Photo ID and Parking Decal | 
| Assign Mentor (indicate name) | 

<table>
<thead>
<tr>
<th>√</th>
<th>NOTES</th>
</tr>
</thead>
</table>

| Review Job Description | 
| Review Employee Evaluation process | 
| Discuss the department’s function at the college, and the importance of customer service | 
| Introduce EE to co-workers & their work responsibilities | 
| Tour the department and campus. Include bathrooms, break rooms and parking areas | 
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| Intranet Access, WebAdvisor Access | 
| Smoking Policies | 
| Paycheck distribution (15th & end of each month) | 
| Request name badge, business cards, name plate, etc. | 
| Photo ID and Parking Decal | 
| Assign Mentor (indicate name) | 

| Employee Signature | Date | Supervisor Signature | Date |

**Return to Personnel Office**

**PERSONNEL OFFICE USE ONLY**

Date received: _______________ By: ______________________

Place in personnel file
Administrative Procedure: 364.01
Subject: Teaching Load
Applicable Board Policy: 364
Date Adopted: 11/88 Revised: 1/92, 12/93, 8/99, 11/02, 7/06, 12/06

Course Load Determination Policy

Teaching loads at Phillips Community College are determined by considering both credit hours and student contact hours. Overload pay is awarded where regular teaching loads have been fulfilled and additional class offerings are necessary.

A point system is utilized to determine the point at which teaching loads have been met and overload compensation begins. A full instructional load for all faculty is 30 points per regular semester based upon the following formula:

Total Points = (#credit hrs. taught) + (#contact hrs. taught)

Points are awarded as follows:

a. One point for each contact hour in the classroom (non-lab courses)
b. One point for each credit hour taught
c. Six points per semester for student advising
d. Two-thirds point for each laboratory hour
e. 10 points per semester for each Secondary Center or high school credit class taught five days a week (credit points do not affect the points awarded for instructing high school classes)

Overload compensation is $250 per point above 30 points in a regular semester. No overloads will be awarded in a given discipline until all faculty within that discipline have a full teaching load. The same class taught both during the day and evening will be assigned the same number of points for load/overload determination. Work hours required to prepare for and teach overload classes will be in addition to the normal working week (see policy on Faculty Work Schedule).

Criteria for assigning overloads are as follows:

a. Once full teaching loads have been made for all faculty in a given discipline, the opportunity to teach overload classes will first be extended to full-time instructors based on seniority in teaching within that specific discipline. In the event of two equally qualified instructors with the same length of service at PCCUA, the opportunity to teach overload classes will be made on a rotating basis.

b. No instructor is required to accept an overload; consequently the offer to teach the class will continue to be extended to qualified faculty within the discipline until the class is staffed.

c. Overloads for full-time instructors will take precedence over the employment of part-time instructors. Part-time instructors will, however, be employed when full-time staff are not available. The same formula as described above will be used to calculate pay for part-time instructors.

d. Double overloads will be assigned only in unavoidable situations.

e. An instructor will normally be required to average at least 45 student contact hours (the number of students x the number of contact hours per week) per class to receive overload pay. In some instances (e.g., to meet
students needs or if lower student/teacher ratios are required by regulatory groups), the college Chancellor may authorize overload pay to an instructor with less than an average of 45 student contact hours per class.

f. Faculty teaching via compressed video will receive one point for each remote site and one point ($250) for the first ten students enrolled at each remote site. In addition, they will receive $25 per student above the first ten students (25 per student starting at the 11th student). This rule does not apply to instructors who team teach courses or who teach courses designed for high school students if those instructors are receiving the daily compensation of 10 points.
Appendix D
<table>
<thead>
<tr>
<th>PCCUA Core Competencies</th>
<th>Graphic Communications Core Competencies</th>
<th>Related Courses</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Skills</td>
<td>Communication Skills</td>
<td>PR 114, ART 262</td>
<td>Portfolio, Written assignments, Classroom and instructor critiques, Rubrics, Post Test</td>
</tr>
<tr>
<td></td>
<td>The interactive process through which there is an exchange of verbal and/or nonverbal information.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural Awareness</td>
<td>Cultural Awareness</td>
<td>ART 262, PR 113</td>
<td>Portfolio, Written assignments, Classroom and instructor critiques, Rubrics, Post Test</td>
</tr>
<tr>
<td></td>
<td>Acknowledgement that society is diverse with groups of individuals possessing differing beliefs, values, attitudes, and customs that are shared from one generation to the next.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social and Civic Responsibility</td>
<td>Social and Civic Responsibility</td>
<td>PR 103, PR 113, ART 262, PR 123, PR 164, NT 253</td>
<td>Portfolio, Written assignments, Classroom and instructor critiques, Rubrics, Post Test</td>
</tr>
<tr>
<td></td>
<td>Behavior that demonstrates adherence to legal/ethical standards established by society.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>Critical Thinking</td>
<td>PR 103, PR 134, PR 143, PR 133, PR 164, PR 113, ART 133, ART 262</td>
<td>Portfolio, Written assignments, Classroom and instructor critiques, Rubrics, Post Test</td>
</tr>
<tr>
<td></td>
<td>Modes of reasoning including analyzing data, evaluating alternatives, setting priorities, and predicting outcomes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical Skills:</td>
<td>Technical Skills:</td>
<td>ART 262, ART 133, ART 143, PR 133, PR 143, PR 103, PR 113, PR 164, PR 114, PR 123, PR 233, PR 224, PR 274, NT 253, NT 273</td>
<td>Portfolio, Written assignments, Classroom and instructor critiques, Rubrics, Post Test</td>
</tr>
<tr>
<td></td>
<td>Use tools of the trade to achieve a specific outcome.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Table II: Division of Applied Technology Core Competencies

#### Student Learning Outcomes by Individual Courses

**Spring, 2013  Graphic Communications**

<table>
<thead>
<tr>
<th>Course</th>
<th>PR 103</th>
<th>PR 113</th>
<th>PR 123</th>
<th>PR 164</th>
<th>PR 224</th>
<th>PR 234</th>
<th>PR 235</th>
<th>NT 253</th>
<th>NT 273</th>
<th>NT 275</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>VC</td>
<td>VC</td>
<td>RT</td>
<td>RT</td>
<td>VC</td>
<td>RT</td>
<td>RT</td>
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</tr>
</tbody>
</table>

**Program and Retention Averages**

<table>
<thead>
<tr>
<th>Course</th>
<th>PR 103</th>
<th>PR 113</th>
<th>PR 123</th>
<th>PR 164</th>
<th>PR 224</th>
<th>PR 234</th>
<th>PR 235</th>
<th>NT 253</th>
<th>NT 273</th>
<th>NT 275</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention</td>
<td>75%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>86%</td>
<td>100%</td>
<td>100%</td>
<td>75%</td>
<td>100%</td>
<td>100%</td>
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</table>

**Students enrolled**

<table>
<thead>
<tr>
<th>Course</th>
<th>PR 103</th>
<th>PR 113</th>
<th>PR 123</th>
<th>PR 164</th>
<th>PR 224</th>
<th>PR 234</th>
<th>PR 235</th>
<th>NT 253</th>
<th>NT 273</th>
<th>NT 275</th>
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</thead>
<tbody>
<tr>
<td>Students</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>7</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>3</td>
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</table>

**Students completed**

<table>
<thead>
<tr>
<th>Course</th>
<th>PR 103</th>
<th>PR 113</th>
<th>PR 123</th>
<th>PR 164</th>
<th>PR 224</th>
<th>PR 234</th>
<th>PR 235</th>
<th>NT 253</th>
<th>NT 273</th>
<th>NT 275</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>6</td>
<td>6</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

**Program and Retention Averages**

| Program and Retention Averages | 92% |

**Communication**

1. Students will establish the company brand through assigned projects so that the viewer will fully recognize the company.

2. Students will be able to explain different methods of printing.

#### Communication Average

<table>
<thead>
<tr>
<th>Course</th>
<th>VC</th>
<th>RT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Average</td>
<td>67</td>
<td></td>
</tr>
</tbody>
</table>

**Cultural Awareness**

1. Students will demonstrate an objective, non-offensive approach to creating a branding identity project for public viewing.

2. Students will gain understanding of major legal and ethical issues in the presentation of ideas and projects.

#### Cultural Awareness Average

<table>
<thead>
<tr>
<th>Course</th>
<th>VC</th>
<th>RT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Awareness Average</td>
<td>67</td>
<td></td>
</tr>
</tbody>
</table>

**Social and Civic Responsibility**

1. Students will demonstrate a basic knowledge of client-employer relationships.

2. Students will understand the basic terminology and design history associated with Graphic Communications.

3. Students will develop ability to make critical assessments of problems and successes in photography.

4. Students will understand the basic terminology associated with video production.

5. Students will apply the principles of design to the visual letterform and develop a personal viewpoint of aesthetics and creativity in design problem solving.

#### Social and Civic Responsibility Average

<table>
<thead>
<tr>
<th>Course</th>
<th>VC</th>
<th>RT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social and Civic Responsibility Average</td>
<td>89</td>
<td></td>
</tr>
</tbody>
</table>

**Critical Thinking**

1. Students will recognize the elements of art and apply them to each assignment.

2. Students will demonstrate basic skills in creating a branding identity project.

3. Students will apply knowledge of principles of design to drawings.

4. Students will develop the ability to make critical assessments of design problems and solutions in relationship to the letterform.

#### Critical Thinking Average

<table>
<thead>
<tr>
<th>Course</th>
<th>VC</th>
<th>RT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Average</td>
<td>78</td>
<td></td>
</tr>
</tbody>
</table>

**Mathematical Reasoning**

1. Students will demonstrate basic skills in creating an presenting their project using precise measurements per assignment.

#### Mathematical Reasoning Average

<table>
<thead>
<tr>
<th>Course</th>
<th>VC</th>
<th>RT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematical Reasoning Average</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

**Technology Utilization**

1. Students will effectively apply proper contrast to each drawing.

2. Students will showcase their talents by producing a collection of their best work.

3. Students will demonstrate his knowledge of perspective drawings.

4. Students will demonstrate his knowledge of portrait drawing.

5. Students will demonstrate basic skills in Photoshop, Illustrator, and InDesign.

6. Students will recognize the elements of art and apply the principles of design to each assignment.

7. Students will generate creative projects in a clean and exact manner using the computer tools and software.

8. Students will demonstrate basic skills in photo manipulation software.

9. Students will demonstrate basic skills in the use of the digital camera.
<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Students will demonstrate basic skills in shooting video.</td>
<td></td>
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</tr>
<tr>
<td>11</td>
<td>Students will demonstrate basic skills in editing video footage</td>
<td></td>
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</tr>
<tr>
<td>12</td>
<td>Students will demonstrate basic skills in offset printing</td>
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<tr>
<td>13</td>
<td>Students will demonstrate basic skills in relief printing</td>
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<tr>
<td>14</td>
<td>Students will demonstrate basic skills in gravure printing</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Students will demonstrate basic skills in screen printing</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Students will demonstrate basic skills in creating short animations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Students will demonstrate basic skills in telling stories through animation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Students will recognize the elements of illustration and apply them to drawings</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Students will demonstrate his knowledge of communicating in ink</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Students will demonstrate his knowledge of contour lines</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Students will gain a working knowledge of the role of the letterform in visual communications using InDesign, Illustrator and Photoshop</td>
<td>100</td>
<td></td>
<td></td>
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<tr>
<td>22</td>
<td>Students will demonstrate basic skills in creating a printing layout</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>23</td>
<td>Students will demonstrate basic skills in using page design software</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Technology Utilization</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Averages</td>
<td>78 67 100 90 78 100 100 100 100 100</td>
</tr>
<tr>
<td>Program Average</td>
<td>85</td>
</tr>
<tr>
<td>PCCUA Core Competency</td>
<td>Student Learning Outcome</td>
</tr>
<tr>
<td>------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Technology Utilization</td>
<td>Students will recognize the elements of art and apply the principles of design to each assignment.</td>
</tr>
<tr>
<td>Technology Utilization</td>
<td>Generate creative projects in a clean and exact manner using traditional and computer tools and software.</td>
</tr>
<tr>
<td>Technology Utilization</td>
<td>Students will showcase their talents by producing a collection of their best work</td>
</tr>
</tbody>
</table>
## Program Outcome and Core Competencies - Assessment Results/Action Plan

### Semester: Fall 2009-Spring 2013

<table>
<thead>
<tr>
<th>Program Outcome</th>
<th>Student Learning Outcomes - Courses Assessed</th>
<th>Assessment Method/Measurement</th>
<th>Fall 09</th>
<th>Spring 10</th>
<th>Fall 10</th>
<th>Spring 11</th>
<th>Fall 12</th>
<th>Spring 13</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To provide high quality graphic communications courses/programs to prepare graduates with skills to enter the workforce in a mid-level design position.</strong></td>
<td>Demonstrate listening, verbal, electronic, and/or presentation skills, essential for graphic design in a professional and appropriate manner.</td>
<td>ART 263 PR 114</td>
<td>75% of students will score 70% or higher on the communication student learning outcomes for selected courses.</td>
<td>97%</td>
<td>98%</td>
<td>78%</td>
<td>99%</td>
<td>91%</td>
<td>85%</td>
</tr>
<tr>
<td><strong>Division Outcome</strong></td>
<td>85% of all Graphic Communication students will achieve the core competencies by scoring 70% or higher on the required course assessment methods.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **Student Retention Rates** | | 90% | 94% | 95% | 95% | 87% | 92% | |

<table>
<thead>
<tr>
<th>PCCUA Core Competency</th>
<th>Division Core Competency</th>
<th>Program Goals</th>
<th>Student Learning Outcome - Courses Assessed</th>
<th>Assessment Method/Measurement</th>
<th>Fall 09</th>
<th>Spring 10</th>
<th>Fall 10</th>
<th>Spring 11</th>
<th>Fall 12</th>
<th>Spring 13</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Students will demonstrate the ability to communicate effectively in their chosen discipline using visual and oral media.</td>
<td>Demonstrate</td>
<td>ART 263 PR 114</td>
<td>75% of students will score 70% or higher on the communication student learning outcomes for selected courses.</td>
<td>100%</td>
<td>96%</td>
<td>58%</td>
<td>100%</td>
<td>100%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Cultural Awareness</td>
<td>Students will demonstrate ability to identify, analyze, and remediate problems critical to their chosen discipline</td>
<td>Interact with diverse groups of people in the graphic design environment.</td>
<td>ART 263 PR 113</td>
<td>75% of students will score 70% or higher on the Cultural Awareness student learning outcomes for selected courses.</td>
<td>100%</td>
<td>100%</td>
<td>50%</td>
<td>100%</td>
<td>100%</td>
<td>67%</td>
<td></td>
</tr>
<tr>
<td>Social and Civic Responsibility</td>
<td>Students will demonstrate knowledge of ethics and legal issues appropriate to their chosen discipline</td>
<td>Understand and be able to apply the legal, ethical, political, and/or environmental concepts appropriate for the graphic design environment.</td>
<td>ART 263 PR 113 PR 123 PR 164 NT 253</td>
<td>75% of students will score 70% or higher on the Social and Civic Responsibility student learning outcomes for selected courses.</td>
<td>85%</td>
<td>98%</td>
<td>72%</td>
<td>100%</td>
<td>83%</td>
<td>89%</td>
<td></td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>Students will demonstrate ability to identify, analyze, and remediate problems critical to their chosen discipline</td>
<td>Analyze, interpret, and evaluate data necessary to solve design problems and support graphic design decisions.</td>
<td>ART 133 ART 263 PR 103 PR 113 PR 123 PR 133 PR 143</td>
<td>75% of students will score 70% or higher on the Critical Thinking student learning outcomes for selected courses.</td>
<td>100%</td>
<td>97%</td>
<td>81%</td>
<td>100%</td>
<td>82%</td>
<td>78%</td>
<td></td>
</tr>
<tr>
<td>Mathematical Reasoning</td>
<td>Students will demonstrate ability to perform computations appropriate to their chosen discipline</td>
<td>Understand and be able to apply mathematical skills and methods in the creation of design problems</td>
<td>ART 263 PR 113</td>
<td>75% of students will score 70% or higher on the Mathematical Reasoning student learning outcomes for selected courses.</td>
<td>100%</td>
<td>100%</td>
<td>25%</td>
<td>100%</td>
<td>0%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Technology Utilization</td>
<td>Students will demonstrate ability to perform technical operations to their chosen discipline</td>
<td>Demonstrate skills in graphic communications software and other technology skills needed to perform in the graphic design environment.</td>
<td>ART 133 ART 143 ART 211 ART 263 PR 103 PR 113 PR 114</td>
<td>75% of students will score 70% or higher on the Technology Utilization student learning outcomes for selected courses.</td>
<td>96%</td>
<td>95%</td>
<td>98%</td>
<td>94%</td>
<td>91%</td>
<td>92%</td>
<td></td>
</tr>
</tbody>
</table>
## Division of Applied Technology

### Core Competencies - Program and Division Averages

#### Spring 2013

<table>
<thead>
<tr>
<th>Graphic Communications Core Competencies</th>
<th>Spring 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Retention Rate</strong></td>
<td>92.0%</td>
</tr>
<tr>
<td>Communication</td>
<td>0%</td>
</tr>
<tr>
<td>Cultural Awareness</td>
<td>67%</td>
</tr>
<tr>
<td>Social and Civic Responsibility</td>
<td>89%</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>78%</td>
</tr>
<tr>
<td>Mathematical Reasoning</td>
<td>100%</td>
</tr>
<tr>
<td>Technology Utilization</td>
<td>92%</td>
</tr>
<tr>
<td><strong>Program Average</strong></td>
<td>71%</td>
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</table>

<table>
<thead>
<tr>
<th>Adv. Manufacturing/RET Core Competencies</th>
<th>Spring 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Retention Rate</strong></td>
<td>82.0%</td>
</tr>
<tr>
<td>Communication</td>
<td>100%</td>
</tr>
<tr>
<td>Cultural Awareness</td>
<td>100%</td>
</tr>
<tr>
<td>Social and Civic Responsibility</td>
<td>94%</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>94%</td>
</tr>
<tr>
<td>Mathematical Reasoning</td>
<td>0%</td>
</tr>
<tr>
<td>Technology Utilization</td>
<td>92%</td>
</tr>
<tr>
<td><strong>Program Average</strong></td>
<td>80%</td>
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</table>

<table>
<thead>
<tr>
<th>Division Core Competencies</th>
<th>Spring 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Retention Rate</strong></td>
<td>87.0%</td>
</tr>
<tr>
<td>Communication</td>
<td>50%</td>
</tr>
<tr>
<td>Cultural Awareness</td>
<td>84%</td>
</tr>
<tr>
<td>Social and Civic Responsibility</td>
<td>92%</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>86%</td>
</tr>
<tr>
<td>Mathematical Reasoning</td>
<td>50%</td>
</tr>
<tr>
<td>Technology Utilization</td>
<td>92%</td>
</tr>
<tr>
<td><strong>Division Average</strong></td>
<td>76%</td>
</tr>
</tbody>
</table>

**Division Criteria/Expected Outcome**

70% of all Applied Technology Students will score 70% or higher on core Competencies
Appendix E
The performance of all full-time and part-time faculty members will be reviewed annually. The faculty evaluation will be based upon evidence from three sources: (1) a student evaluation of instructional delivery and design skills, (2) a teaching portfolio reviewed by the division dean and a peer review committee, and (3) the dean’s evaluation of course management skills. The peer review committee will be composed of one faculty member selected by the instructor from the instructor’s division, one faculty member selected by the division dean from the division, and one faculty member from another division selected by the Faculty Development Committee. Evaluation of full-time faculty will be based upon four criteria: teaching, college service, professional development, and community service. This policy refers to all part-time faculty receiving benefits.
Appendix F
**APPLIED TECHNOLOGY**
**GRADUATE SURVEY RESULTS**
**FALL 2011 AND SPRING 2012**

15 Surveys Received: Spring – 5; Fall – 10
DeWitt – 1; Helena – 11; Stuttgart – 3

<table>
<thead>
<tr>
<th>Survey Items</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Somewhat Satisfied</th>
<th>Somewhat Dissatisfied</th>
<th>Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses in Major*</td>
<td>9</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction in Major*</td>
<td>10</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Courses in General Education*</td>
<td>9</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction in General Education*</td>
<td>8</td>
<td>6</td>
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<tr>
<td>Overall Degree*</td>
<td>11</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*No response given by one student.

<table>
<thead>
<tr>
<th>Survey Items</th>
<th>Very Much</th>
<th>Somewhat</th>
<th>Very Little</th>
<th>Not Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managing Time (Day Planner/Calendar)</td>
<td>14</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Customer and Co-Worker Relations</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Skills</td>
<td>13</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral Communication Skills</td>
<td>12</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written Communication Skills</td>
<td>11</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math Reason Computation Skills</td>
<td>11</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding Different Cultures</td>
<td>13</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interviewing Job Application Skills</td>
<td>9</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Confidence</td>
<td>14</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem Solving Critical Thinking</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**2011-2012 Surveys Received**

<table>
<thead>
<tr>
<th>Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Manufacturing</td>
</tr>
<tr>
<td>Graphic Communications</td>
</tr>
<tr>
<td>Network Technology</td>
</tr>
<tr>
<td>Renewable Energy Technology</td>
</tr>
<tr>
<td>Total Graduates</td>
</tr>
</tbody>
</table>

**What recommendations would you make to improve our courses or business programs?**

Comments:
- I wouldn’t recommend anything, because it all seems fine to me.
- None, the courses are fine how they are.
- Need to improve some teachers’ attitudes to a professional level.
- Personally, I have enjoyed all my classes and instructors.
- I have been very satisfied with the courses I have taken at PCCUA.
- If I had to recommend anything it would be a little more hands on activities, but you already have a good program.
- None.
- None – excellent courses.
- None. The courses are fine how they are.
- The only think I was looking for was a painting class. Other than that, I am very satisfied with the range of things I learned.
Appendix G
COURSE DESCRIPTION
The students will be drawing from figures, objects and outdoor sketching, including organization of two-dimensional space and sound design elements and principles.

COURSE GOALS
The purpose of the course is to provide the students with a basic foundation in drawing concepts and principles.

INSTRUCTIONAL OBJECTIVES & MEASURES
The students will demonstrate and develop his knowledge of two dimensional drawing concepts and principles through application to projects that demonstrate the design principles. Through drawing assignments students will:

A. Recognize elements of design and apply them to each drawing
B. Develop the ability to generate appropriate ideas
C. Develop the ability to make critical assessments of drawing problems and solutions
D. Develop a personal viewpoint of aesthetics and creativity
E. Apply proper contrast to each drawing

Project assessments will be completed through individual and class critiques and instructor rubrics.

PCCUA CORE COMPETENCIES
The six PCCUA core competencies are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

1) Critical Thinking: Modes of reasoning including analyzing data, evaluating alternatives, setting priorities, and predicting outcomes.
   Division Goal: Students will demonstrate ability to identify, analyze, and remediate problems critical to their chosen discipline.

2) Communication: The interactive process through which there is an exchange of verbal and/or nonverbal information.
   Division Goal: Students will demonstrate the ability to communicate effectively in their chosen discipline using visual and oral media.
3) **Social and Civic Responsibility**: Behavior demonstrates adherence to legal/ethical standards established by society

**Division Goal**: Students will demonstrate knowledge of ethics and legal issues appropriate to their chosen discipline

4) **Cultural Awareness**: Acknowledgement that society is diverse with groups of individuals possessing differing beliefs, values, attitudes, and customs that are shared from one generation to the next.

**Division Goal**: Students will acknowledge the diversity of groups and demonstrate toward ideas from others.

5) **Mathematical Reasoning**: Determination of approach, materials, and strategies necessary to solve a problem.

**Division Goal**: Students will demonstrate ability to perform computations appropriate to their chosen discipline.

6) **Technology Utilization**: Use tools of the trade to achieve a specific outcome.

**Division Goal**: Students will demonstrate ability to perform technical operations to their chosen discipline.

In this course, we will assess the following core competencies:

<table>
<thead>
<tr>
<th>PCCUA Core Competency</th>
<th>Student Learning Outcome</th>
<th>Assessment Criteria</th>
<th>Assessment Method/Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>Students will recognize the elements of art and apply them to each assignment</td>
<td>70% of the students will score 70% or higher</td>
<td>Drawing rubric, Portfolio</td>
</tr>
<tr>
<td>Technology Utilization</td>
<td>Students will effectively apply proper contrast to each drawing</td>
<td>70% of the students will score 70% or higher</td>
<td>Drawing rubric</td>
</tr>
<tr>
<td>Technology Utilization</td>
<td>Students will showcase their talents by producing a collection of their best work</td>
<td>70% of the students will score 70% or higher</td>
<td>Portfolio</td>
</tr>
</tbody>
</table>

**TEXT AND READING MATERIALS**: none

**GRADING POLICY**

- **Quizzes**: Drawings as assigned
- **Papers**: NONE
- **Assignments**: Drawings as assigned, final portfolio
- **Tests**: Drawings turned in to instructor are counted as test grades
- **Mid Term**: None
- **Final Exam**: Completed Portfolio

I. Grading will be based on all drawings and final portfolio

   - All drawings: 50%
   - Portfolio (due December 3, 2012): 50%

II. Concerning grades:

   - Each drawing will be judged by these qualities
     1. Craftsmanship
     2. Control
     3. Contrast
     4. Composition

*The instructor has the right to make changes in the grade requirements and their weights in determining the final grade.*

III. Attendance and attitude will greatly affect each area of your grades.
Grading Scale
100-90 = A
89-80 = B
79-70 = C
69-60 = D
Below 60 = F

ATTENDANCE POLICY

1. College attendance policies will be strictly adhered to. Students will be expected to attend each class regularly and on time.
2. Students and their advisors will receive a referral notice on the first, second and third absence.
3. On the third absence, the student will also be referred to the Student Success Coordinator.
4. Students will receive an EW after the fourth absence.
5. Punctuality is expected. Classes will begin at the time designated by the college. After class attendance has been taken, your arrival to class is considered an absence.
6. You are responsible for making up any assignment missed during your absence. An absence does not release you from your assignment or their deadlines.
7. There are no excused absences, unless the student misses class while engaged in approved college activities. It is the student’s responsibility to make up any missed work.
   *If you know of an impending absence or tardy, please contact the instructor by one of the following means:
   Phone: 870-338-6474, ext. 1121
   E-Mail: vcobb@pccua.edu
*Exceptions to this attendance rule may be based on individual circumstances and the instructor’s assessment of the student’s ability to finish course requirements. The final decision concerning absences is left to the instructor’s discretion. A student’s attendance will directly affect their grade in this course.

PARTICIPATION

All students are expected to participate in all class activities. NO EXCEPTIONS.

COURSE EVALUATION & ASSESSMENT

Each drawing assignment will be evaluated by the following criteria:

__________ 1. Craftsmanship (how neat is your presentation) (20 pts.)
__________ 2. Control (have you demonstrated your ability in this medium) (20 pts.)
__________ 3. Contrast (enough difference in values) (20 pts.)
__________ 4. Composition (placement of your subject to create interesting drawing) (20 pts.)
__________ 5. Complete (20 pts.)

Requirements for Final Portfolio:
A drawing portfolio will assess your final completion of this course. The following requirements will apply to the portfolio.
1. No loose drawings allowed. All drawings will be in a notebook or sketchbook
2. Leave a blank piece of paper between each drawing.
3. Subject matter of your choice
4. No cartoon drawings
5. Include at least one of each of the following:
   a. Gesture drawing
b. Contour drawing

c. Cross hatching rendering

d. Stippling rendering

6. The portfolio will consist of 15 completed drawings, not sketches.

7. The following rubric is an example of how your portfolio will be assessed. Your score is determined by the complete presentation.

**Final Portfolio**

Name ______________________________________ Grade ___________________  

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>A = 90-100</th>
<th>B = 89-80</th>
<th>C = 79-70</th>
<th>D = 69-60</th>
<th>E = 59-0</th>
</tr>
</thead>
<tbody>
<tr>
<td>DRAWING</td>
<td>Drawing is expressive and detailed. Shapes, patterns, shading, and/or texture are used to add interest. Student has great control and is able to experiment in little.</td>
<td>Drawing is expressive and somewhat detailed. Little use has been made of pattern, shading, or texture. Student has basics, but had not branched out.</td>
<td>The drawing has few details. It is primarily representational with very little use of pattern, shading or texture. Student needs to improve control.</td>
<td>The drawing lacks almost all detail or it is unclear what the drawing is intended to be. Student needs to work on control.</td>
<td></td>
</tr>
<tr>
<td>Drawing Steps</td>
<td>The student has completed all objectives of the assignment. It is clear that the student understands the use of the sketchbook, evident that the student followed the proper steps in completing the drawings. Gesture drawing can be seen as a first step, with details and value being added as the drawing progresses.</td>
<td>The student completes the majority of the assignment, but it is lacking in some content. The student completes the drawings, but one step may be missing.</td>
<td>The student started the assignment, but only completed ½. Started to follow the steps, but it is obvious more than one step was not followed.</td>
<td>The student started to work on the assignment, but Less than 1/2 of the work is completed; did not follow the drawing steps, and simply worked from their own agenda.</td>
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<td>Use of Materials</td>
<td>The student understands the properties of their utensils. Value is expressed appropriately, and the drawing pencils were used correctly.</td>
<td>The student has added value, but the overall drawing is 'gray', and lacking in all the values of a gray scale.</td>
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<td>DETAILS</td>
<td>The drawing is fully shaded and all values are represented and has a high contrast. Excellent details, including shading as a means of showing volume and the use of textures to create surface interest. High level of observational skills evident with very realistic details. Background information is as detailed as the main subject matter.</td>
<td>The drawing is shaded with at least half of the values. The drawing also has some contrast. Most of drawing shows realistic and carefully drawn details. Objects in drawing show textures, patterns and shading on the surfaces of the objects and increase the sense of volume. Most details increase the realism of the objects. Student also incorporates background information in the drawing.</td>
<td>The drawing is shaded with little or no contrast. It is shaded the same value and is &quot;washed out.&quot; Evidence of the observation of several, but not all details. Some attempt at surface textures. Shading is minimal but does add some sense of volume to the objects. Background not evident.</td>
<td>There is little or no attempt to shade the drawing. Very few details. Only the contours are definite. Details within subject matter are very limited.</td>
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<td>CONTOURS</td>
<td>Observational skills very strong. Drawings show correct proportions and all areas of the drawing show the same consistent quality in all objects.</td>
<td>The contours of the object are carefully drawn showing realistic proportions and attention to detail on almost all of the drawing. Shows evidence of careful visual study by student. All objects recognizable, with some drawn more strongly than others.</td>
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<td>There was great use of one form of balance. It complemented the over all composition of design. Art work is highly effective and demonstrates balance in elements and principles of design. The drawing fills the page and objects are well grounded (shadows &amp; background).</td>
<td>There was good use of one form of balance. If complemented most of the sketchbook design art work is effective, although more emphasis could be placed on single element or principle. The drawing fills the page, but objects are floating in space. Little or no attempt to ground the subject.</td>
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<td>There was no balance used and overall design of sketchbook cover was poor. Art work is not effective in regards to design student appears unaware of elements and principles. The drawing is small and objects are also floating in space. No background or shadows.</td>
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<td>Proportion</td>
<td>The drawing has correct proportions, perspective and texture (Realism). It is also drawn from an interesting point of view.</td>
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<td>The work shows that the student worked on the drawings in a diligent manner, and took great pride in the finished work. Much time and effort went into both the planning and design of the page.</td>
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students are expected to complete all assignments. The portfolio is an on-going assignment to be completed on your own time. **No exceptions**

**You will purchase:**
- sketchbook/portfolio, assorted pencils, and a container for your personal supplies

**Good Work Habits:**
- Find a place away from distracting activity.
- Pay close attention to lighting while drawing.
- An easel and comfortable chair is a matter of personal preference
- Consistent drawing times
- Concentrated practice
- Repetition will reinforce what you learn

**Self-Evaluation:**
- Group Critiques
- Instructor Critiques
- Critical evaluation is an integral part of learning process

Self-evaluation - look over what you have done in terms of the assignment
- Make a habit of self-evaluation
- Save all of your drawings.

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1. His/her grade in the course or on the examination affected by the misconduct may be reduced to any extent, including reduction to failure.
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5. Cell phones must be turned to “silent” or “vibrate” mode while in class. **NO EXCEPTIONS!** No phone conversations or text messaging during class. **No wireless headset devices allowed during class.**
6. No personal cds and **NO** music devices are allowed in the lab.
7. **All** internet use must be approved by instructor. Please refer to the Internet Acceptable Usage Policy
8. The academic honesty policy must strictly be adhered to.
9. Internet usage will be monitored.
CAMPUS SUPPORT SERVICES
Phillips Community College of the University of Arkansas provides student support services that assist students in achieving their educational objective. Those services include advising, financial aid, counseling and guidance, and safety and security.

ADA POLICY:
Lynn Boone, the Vice Chancellor for Student Services, serves as the ADA Compliance Officer. If you reside in Arkansas County you may contact Vice Chancellor Carolyn Turner (DeWitt) or Dr. Susan Luebke (Stuttgart). The process of student referral under the Americans with Disabilities Act can be found in the Student Handbook.

FERPA POLICY
Phillips Community College of the University of Arkansas complies with the Family Educational Rights and Privacy Act (FERPA) of 1974. A student has the right to inspect and review all of his/her records that meet the definition of educational records. No third party has the right to review student records.

INSURANCE
Phillips Community College of the University of Arkansas does not provide insurance for its students. The college does encourage each student to secure his/her own insurance, and for that reason, the college has contacted United Healthcare Student Resources. Forms for this insurance are available in the Registrar’s office.

ACTS
The Arkansas Course Transfer System (ACTS) contains information about the transferability of courses within Arkansas Public Colleges and universities. Students are guaranteed the transfer of applicable credits and the equitable treatment in the application of credits for the admission and degree requirements. Course transferability is not guaranteed for courses listed in ACTS as “No Comparable Course.” Additionally, courses with a “D” frequently do not transfer and institutional policies may vary. ACTS may be accessed on the Internet by going to the ADHE Website and selecting Course Transfer.
http://acts.adhe.edu/secure/institutiontransferinfo.aspx

Tentative Course Outline:

I. Introduction to Course August first day

II. Explanation of Syllabus August first day

III. Seeing and responding August first day
   a. Gesture drawing
   b. Blocking composition
   c. Sighting with a pencil
   d. Visual emphasis

IV. Elements of Drawing August/September
   a. Line
   b. Value
   c. Texture
   d. Composition and space

V. Line September
   a. Contour
   b. Rendering techniques
   c. Line qualities

VI. Value October/November
   a. Value relationships
   b. Value and space
   c. Effects of light
   d. Value reversal
VII. Texture
   a. Tactile texture
   b. Illusion of texture

VIII. Composition
   a. Negative and positive space
   b. Balance
   c. Rhythm and repetition

IX. Portfolio
    Due December 3, 2012

Assignment Deadlines
All drawing assignments are considered as tests. Remember your grade is 50% of your assigned drawings and 50% of your portfolio

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Tentative Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gesture drawing</td>
<td>August 27</td>
</tr>
<tr>
<td>Contour Line drawing</td>
<td>September 10</td>
</tr>
<tr>
<td>Value drawing</td>
<td>September 19</td>
</tr>
<tr>
<td>Scratchboard drawing</td>
<td>October 3</td>
</tr>
<tr>
<td>Texture drawing</td>
<td>October 17</td>
</tr>
<tr>
<td>Composition drawing</td>
<td>November 1</td>
</tr>
<tr>
<td>Drawing</td>
<td>November 29</td>
</tr>
<tr>
<td>Final Drawing Portfolio</td>
<td>December 3</td>
</tr>
</tbody>
</table>

The syllabus and the policies, guidelines, and dates included are subject to change at the instructor’s discretion.
ART 133
Freehand Drawing
Syllabus Receipt

I understand the attendance policy as explained in this document and am aware that I am responsible for making up assignments and learning the material missed during my absence. An absence does not release me from submitting my assignments on the due date.

I have read and understand the content of this syllabus provided by my instructor. I agree that I will follow the policies within this syllabus.

I have read and understand the Internet usage police and agree to its proper usage.

I have read and understand the use of equipment. I understand that using equipment in the class poses potential risk of serious injury and agree to use all equipment in a safe manner.

I grant permission to Phillips Community College of the University of Arkansas, its employees and agents, to take and use visual/audio images of me. Visual/audio images are any type of recording, including photographs, digital images, drawings, renderings, voices, sounds, video recordings, audio clips or accompanying written descriptions. PCCUA will not materially alter the original images. I agree that PCCUA owns the images and all rights related to them. The images may be used in any manner or media without notifying me, such as university sponsored web sites, publications, promotions, broadcasts, advertisements, posters and theater slides, as well as for non-university uses. I waive any right to inspect or approve the finished images or any printed or electronic matter that may be used with them. I release PCCUA and its employees and agents, including any firm authorized to publish and/or distribute a finished product containing the images, from any claims, damages or liability which I may ever have in connection with the taking of use of the images or printed material used with the images.

I am at least 18 years of age and competent to sign this release. I have read this release before signing. I understand its content, and I freely accept the terms.

NAME ________________________________________________________

DATE _________________________________________________________
COURSE DESCRIPTION: A continuation of ART 133. The students will be drawing from figures, objects and outdoor sketching, including organization of two-dimensional space and sound design elements and principles.

COURSE GOALS
The purpose of the course is to provide the students with enhanced skills in drawing concepts.

INSTRUCTIONAL OBJECTIVES & MEASURES
1. The students will demonstrate his knowledge of two dimensional drawing concepts and principles and their application to projects that demonstrate the design principles.
2. The students will demonstrate his knowledge of perspective drawing
3. The students will demonstrate his knowledge of portrait drawing.

PCCUA CORE COMPETENCIES
The six PCCUA core competencies are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

1. Critical Thinking: Modes of reasoning including analyzing data, evaluating alternatives, setting priorities, and predicting outcomes.
   Division Goal: Students will demonstrate ability to identify, analyze, and remediate problems critical to their chosen discipline.

2. Communication: The interactive process through which there is an exchange of verbal and/or nonverbal information.
   Division Goal: Students will demonstrate the ability to communicate effectively in their chosen discipline using visual and oral media.

3. Social and Civic Responsibility: Behavior demonstrates adherence to legal/ethical standards established by society
   Division Goal: Students will demonstrate knowledge of ethics and legal issues appropriate to their chosen discipline

4. Cultural Awareness: Acknowledgement that society is diverse with groups of individuals possessing differing beliefs, values, attitudes, and customs that are shared from one generation to the next.
   Division Goal: Students will acknowledge the diversity of groups and demonstrate toward ideas from others.
5. **Mathematical Reasoning:** Determination of approach, materials, and strategies necessary to solve a problem.  
**Division Goal:** Students will demonstrate ability to perform computations appropriate to their chosen discipline.

6. **Technology Utilization:** Use tools of the trade to achieve a specific outcome.  
**Division Goal:** Students will demonstrate ability to perform technical operations to their chosen discipline.

In this course, we will assess the following core competencies:

<table>
<thead>
<tr>
<th>PCCUA Core Competency</th>
<th>Student Learning Outcome</th>
<th>Assessment Method/Measurement</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Skills</td>
<td>Students will demonstrate his knowledge of portrait drawing</td>
<td>Drawing rubric</td>
<td>70% of the students will score 70% or higher</td>
</tr>
<tr>
<td>Technical Skills</td>
<td>Students will demonstrate his knowledge of perspective drawing</td>
<td>Drawing rubric</td>
<td>70% of the students will score 70% or higher</td>
</tr>
<tr>
<td>Technical Skills</td>
<td>Students will showcase their talents by producing a collection of their best work</td>
<td>Portfolio</td>
<td>70% of the students will score 70% or higher</td>
</tr>
</tbody>
</table>

**TEXT AND READING MATERIALS:** NONE

**GRADING POLICY**

<table>
<thead>
<tr>
<th>Quizzes</th>
<th>Drawings as assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Papers</td>
<td>NONE</td>
</tr>
<tr>
<td>Assignments</td>
<td>Drawings as assigned, final portfolio</td>
</tr>
<tr>
<td>Tests</td>
<td>Drawings turned in to instructor are counted as test grades</td>
</tr>
<tr>
<td>Mid Term</td>
<td>None</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Completed Portfolio</td>
</tr>
</tbody>
</table>

I. Grading will be based on all drawings and final portfolio

<table>
<thead>
<tr>
<th>All drawings</th>
<th>50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio (due December 3, 2012)</td>
<td>50%</td>
</tr>
</tbody>
</table>

II. Concerning grades:

Each drawing will be judged by these qualities

1. Craftsmanship
2. Control
3. Contrast
4. Composition

*The instructor has the right to make changes in the grade requirements and their weights in determining the final grade.*

III. Attendance and attitude will greatly affect each area of your grades.

**Grading Scale**

- 100-90 = A
- 89-80 = B
- 79-70 = C
- 69-60 = D
- Below 60 = F
ATTENDANCE POLICY

1. College attendance policies will be strictly adhered to. Students will be expected to attend each class regularly and on time.
2. Students and their advisors will receive a referral notice on the first, second and third absence.
3. On the third absence, the student will also be referred to the Student Success Coordinator.
4. Students will receive an EW after the fourth absence.
5. Punctuality is expected. Classes will begin at the time designated by the college. After class attendance has been taken, your arrival to class is considered an absence.
6. You are responsible for making up any assignment missed during your absence. An absence does not release you from your assignment or their deadlines.
7. There are no excused absences, unless the student misses class while engaged in approved college activities. It is the student’s responsibility to make up any missed work.
8. *If you know of an impending absence or tardy, please contact the instructor by one of the following means:

   Phone: 870-338-6474, ext. 1121
   E-Mail: vcobb@pccua.edu

*Exceptions to this attendance rule may be based on individual circumstances and the instructor’s assessment of the student’s ability to finish course requirements. The final decision concerning absences is left to the instructor’s discretion. A student’s attendance will directly affect their grade in this course.

PARTICIPATION

All students are expected to participate in all class activities. NO EXCEPTIONS.

COURSE EVALUATION & ASSESSMENT

Each drawing assignment will be evaluated by the following criteria:

1. Craftsmanship (how neat is your presentation) (20 pts.)
2. Control (have you demonstrated your ability in this medium) (20 pts.)
3. Contrast (enough difference in values) (20 pts.)
4. Composition (placement of your subject to create interesting drawing) (20 pts.)
5. Complete (20 pts.)

A drawing portfolio will assess your final completion of this course. The following requirements will apply to the portfolio.
1. No loose drawings/ all drawings will be in a notebook or sketchbook.
2. Leave a blank piece of paper between each drawing.
3. Subject matter of your choice
4. **No cartoon drawings**
5. The portfolio will consist of 15 drawings.
   a. 3 portraits
   b. 3 1 point perspectives
   c. 3 2 point perspectives
   d. 6 subject matter of your choice
6. The following rubric is an example of how your portfolio will be assessed. Your score is determined by the complete presentation.
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>A = 90-100</th>
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<tr>
<td><strong>DRAWING</strong></td>
<td>Drawing is expressive and detailed. Shapes, patterns, shading, and/or texture are used to add interest. Student has great control &amp; is able to experiment a title.</td>
<td>Drawing is expressive &amp; somewhat detailed. Little use has been made of pattern, shading, or texture. Student has basics, but had not branched out.</td>
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8. The academic honesty policy must strictly be adhered to.
9. Internet usage will be monitored.

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http://acts.adhe.edu/secure/institutiontransferinfo.aspx

Tentative Course Outline:

I. Introduction to Course August first day

II. Explanation of Syllabus August first day

III. Review Qualities and elements of Drawing August
   a. Blocking composition
   b. Sighting with a pencil
   c. Visual emphasis Elements of Drawing
   d. line
   e. value
   f. texture
   g. composition

V. Perspective Drawing September
   a. 1 point perspective
   b. 2 point perspective
   c. Other perspectives

VI. Portrait Drawing October/November
   a. Basics of portrait drawing
   b. Service learning project
   c. Self portrait

VII. Theme drawing November

VIII. Composition November
a. Negative and positive space
b. Balance
c. Rhythm and repetition
d. Realism and abstract

IX. Portfolio

Due November 30, 2011

Assignment Deadlines

All drawing assignments are considered as tests. Remember your grade is 50% of your assigned drawings and 50% of your portfolio

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Tentative Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing</td>
<td>August 22</td>
</tr>
<tr>
<td>1 pt. perspective</td>
<td>September 12</td>
</tr>
<tr>
<td>2 pt. perspective</td>
<td>September 26</td>
</tr>
<tr>
<td>Portrait Service Learning Project</td>
<td>October 17</td>
</tr>
<tr>
<td>Self Portrait</td>
<td>October 31</td>
</tr>
<tr>
<td>Theme drawing</td>
<td>November 7</td>
</tr>
<tr>
<td>Composition Drawing</td>
<td>November 19</td>
</tr>
<tr>
<td>Final Drawing Portfolio</td>
<td>December 3</td>
</tr>
</tbody>
</table>

The syllabus and the policies, guidelines, and dates included are subject to change at the instructor's discretion.
ART 143
Drawing
Syllabus Receipt

I understand the attendance policy as explained in this document and am aware that I am responsible for making up assignments and learning the material missed during my absence. An absence does not release me from submitting my assignments on the due date.

I have read and understand the content of this syllabus provided by my instructor. I agree that I will follow the policies within this syllabus.

I have read and understand the Internet usage police and agree to its proper usage.

I have read and understand the use of equipment. I understand that using equipment in the class poses potential risk of serious injury and agree to use all equipment in a safe manner.

I grant permission to Phillips Community College of the University of Arkansas, its employees and agents, to take and use visual/audio images of me. Visual/audio images are any type of recording, including photographs, digital images, drawings, renderings, voices, sounds, video recordings, audio clips or accompanying written descriptions. PCCUA will not materially alter the original images. I agree that PCCUA owns the images and all rights related to them. The images may be used in any manner or media without notifying me, such as university sponsored web sites, publications, promotions, broadcasts, advertisements, posters and theater slides, as well as for non-university uses. I waive any right to inspect or approve the finished images or any printed or electronic matter that may be used with them. I release PCCUA and its employees and agents, including any firm authorized to publish and/or distribute a finished product containing the images, from any claims, damages or liability which I may ever have in connection with the taking of use of the images or printed material used with the images.

I am at least 18 years of age and competent to sign this release. I have read this release before signing. I understand its content, and I freely accept the terms.

NAME ________________________________________________________

DATE _________________________________________________________
Course Name: Art Seminar  
Course Number: ART 262  
Semester and Year: Fall, 2012

Meeting Time & Place: TBA T & I 124  
Prerequisites: none  
Required Laboratories: none  
Credit Hours: 2  
Clock Hours: 2  
Revision Date: 7-16-2012

COURSE DESCRIPTION
Art seminar is for students who have had at least one art class. At least three hours per week of studio time must be spent in the student’s chosen discipline.

COURSE GOALS
The purpose of the course is to provide the students with additional lab time to explore his chosen discipline.

INSTRUCTIONAL OBJECTIVES & MEASURES
The students will demonstrate his knowledge of various art forms by completing further study in his chosen discipline.

PCCUA CORE COMPETENCIES
The six PCCUA core competencies are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

1. Critical Thinking: Modes of reasoning including analyzing data, evaluating alternatives, setting priorities, and predicting outcomes.
   Division Goal: Students will demonstrate ability to identify, analyze, and remediate problems critical to their chosen discipline.

2. Communication: The interactive process through which there is an exchange of verbal and/or nonverbal information.
   Division Goal: Students will demonstrate the ability to communicate effectively in their chosen discipline using visual and oral media.

   Division Goal: Students will demonstrate knowledge of ethics and legal issues appropriate to their chosen discipline.

4. Cultural Awareness: Acknowledgement that society is diverse with groups of individuals possessing differing beliefs, values, attitudes, and customs that are shared from one generation to the next.
   Division Goal: Students will acknowledge the diversity of groups and demonstrate toward ideas from others.
5. **Mathematical Reasoning**: *Determination of approach, materials, and strategies necessary to solve a problem.*  
**Division Goal:** Students will demonstrate ability to perform computations appropriate to their chosen discipline.

6. **Technology Utilization**: *Use tools of the trade to achieve a specific outcome.*  
**Division Goal:** Students will demonstrate ability to perform technical operations to their chosen discipline.

In this course, we will assess the following core competencies:

<table>
<thead>
<tr>
<th>PCCUA Core Competency</th>
<th>Student Learning Outcome</th>
<th>Assessment Method/Measurement</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>Students will demonstrate basic skills in creating a branding identity project</td>
<td>Project rubric</td>
<td>70% of the students will score 70% or higher</td>
</tr>
<tr>
<td>Technology Utilization</td>
<td>Students will demonstrate basic skills in Photoshop, Illustrator, and In Design</td>
<td>Project rubric</td>
<td>70% of the students will score 70% or higher</td>
</tr>
<tr>
<td>Mathematical Reasoning</td>
<td>Students will demonstrate basic skills in creating and presenting their project using precise measurements per assignment.</td>
<td>Project rubric</td>
<td>70% of the students will score 70% or higher</td>
</tr>
<tr>
<td>Cultural Awareness</td>
<td>Students will demonstrate an objective, non-offensive approach to creating a branding identity project for public viewing.</td>
<td>Project rubric</td>
<td>70% of the students will score 70% or higher</td>
</tr>
<tr>
<td>Social and Civic Responsibility</td>
<td>Students will demonstrate a basic knowledge of client-employer relationship.</td>
<td>Project rubric</td>
<td>70% of the students will score 70% or higher</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>Students will establish the company brand through assigned projects so that the viewer will fully recognize the company.</td>
<td>Project rubric</td>
<td>70% of the students will score 70% or higher</td>
</tr>
</tbody>
</table>

**TEXT AND READING MATERIALS:** none

**GRADING POLICY**

I. The appropriate seminar study will be agreed upon by student and instructor. There will be advisory consultations and periodic grade submissions to the student on his/her progress.

II. Concerning grades:
   a. Each project submitted will be judged by these qualities
      1. Design concepts
      2. Presentation
      3. Completion
   b. *Late work will not be accepted for grading!*
      Specific deadlines will be given and should be adhered to.
III. Grading Scale:

100-90 = A
89-80 = B
79-70 = C
69-60 = D
59 and below = F

ATTENDANCE POLICY

You will meet during regularly scheduled lab times. These times will be assigned and adjusted to your class schedule. You must sign in. You must meet with your instructor at weekly scheduled times. This time will be agreed upon at the beginning of the semester. If you are unable to meet your scheduled time, please contact your instructor.

Phone: 870-338-6474, ext. 1121
E-Mail: vcobb@pccua.edu

PARTICIPATION

All students are expected to participate in all class activities. NO EXCEPTIONS. There will be scheduled class meetings to demonstrate how to create the digital portfolio. If you need additional lab time, it is your responsibility to schedule the time with your instructor.

COURSE EVALUATION & ASSESSMENT

All assignments will be evaluated by the following criteria:

<table>
<thead>
<tr>
<th>Innovation</th>
<th>Strategy</th>
<th>Layout</th>
<th>Commitment to Refine Project</th>
<th>General</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project is thoughtful and creatively resolves the assignment. The concept is sound, surprising and unique.</td>
<td>Project reflects significant effort and planning. Thought process is clear and understood.</td>
<td>Project shows exceptional understanding of design. Project is aesthetically pleasing.</td>
<td>Student work reflects significant time, effort and focus. Student is attentive and contributes to a positive atmosphere in the classroom.</td>
<td>□ Materials are correct.</td>
</tr>
<tr>
<td>Project resolves the assignment creatively. Project is thoughtful and creative.</td>
<td>Project reflects sufficient effort and planning. Thought process is fairly clear.</td>
<td>Project shows good understanding of design principles. Project is aesthetically pleasing.</td>
<td>Student work reflects sufficient time, effort and focus. Student is attentive and contributes to a positive atmosphere in the classroom.</td>
<td>□ Dimensions are correct.</td>
</tr>
<tr>
<td>□ Resolution of project is correct.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Presentation is clean and professional.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Assignment is punctual.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Your final grade will be evaluated by the following criteria:

*The instructor has the right to make changes in the grade requirements and weights in determining the final grade.

MISSED OR LATE ASSIGNMENTS AND EXAMS

Mini deadlines will be individually assigned for each component of your project based on the scope of your project. **No late work will be accepted.**

STUDENT RESPONSIBILITIES

Students will work independently to compile his/her final portfolio.
Students will keep a sketchbook of project ideas.
Students will learn to use Power Point and/or Acrobat to create his/her presentation.
Students will burn 2 (two) cds of their presentation.

**Good Work Habits:**
Find a place away from distracting activity.
Pay close attention to lighting while drawing.

An easel and comfortable chair is a matter of personal preference
Consistent drawing times
Concentrated practice
Repetition will reinforce what you learn

**Self-Evaluation:**
Group Critiques
Instructor Critiques
Critical evaluation is an integral part of learning process

Self-evaluation - look over what you have done in terms of the assignment
Make a habit of self-evaluation
Save all of your drawings.
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1. His/her grade in the course or on the examination affected by the misconduct may be reduced to any extent, including reduction to failure.
2. The student may be placed on probation or suspended from the college for a specific definite period.

In the case of repeated offenses, appropriate action up to and including permanent suspension from the college will be taken. The student may appeal either the finding of cheating or the penalty, or both, to the Student Relations Committee. Suspension and dismissal for academic reasons are not governed by the due process requirements of the Fourteenth Amendment; therefore, the disciplinary procedures do not apply.

LABORATORY PROCEDURES:

1. No food or drink allowed in the classroom and/or lab.
2. Absolutely no rude attitudes or behavior. Please refer to the student discipline policies.
3. Come in prepared and ready to work
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Tentative Course Outline:
I. Introduction to Course August
II. Explanation of Syllabus August
III. Submit your idea in writing Using the following form August
IV. Seminar Study Student Exhibit August/December
Fill out this form and submit it to the instructor for approval of your study.

ART 262 Art Seminar

Name ____________________________________________

Idea for Final Art Seminar Project:

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

For example, if you choose to create a branding identity, your portfolio will consist of the following parts:

a. _____Logo
b. _____Business card
c. _____Letterhead
d. _____Envelope
e. _____Flyer/ad
f. _____Billboard
g. _____Invoice
h. _____Website (home page and at least 3 linked pages)

Your final presentation will be placed in a power point presentation or Acrobat portfolio format. You will burn the presentation to 2 (two) cds.
I understand the attendance policy as explained in this document and am aware that I am responsible for making up assignments and learning the material missed during my absence. An absence does not release me from submitting my assignments on the due date.

I have read and understand the content of this syllabus provided by my instructor. I agree that I will follow the policies within this syllabus.

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I am at least 18 years of age and competent to sign this release. I have read this release before signing. I understand its content, and I freely accept the terms.

NAME ________________________________________________________

DATE _________________ ________________________________________
Course Name: Graphic Art & Design I  
Course Number: PR 103  
Semester and Year: Spring, 2013  
Meeting Time & Place: 8:00 a.m. - 9:20 a.m.  
T Th, T & I 124  
Prerequisites: none  
Required Laboratories: none  
Credit Hours: 3  
Clock Hours: 3  
Revision Date: 11-1-2012  

INSTRUCTOR INFORMATION:  
Instructor: Vicki Cobb  
Office Location: T & I 107  
Office Phone #: (870)-6474, ext. 1121  
Email Address: vcobb@pccua.edu  
Office Hours: MWTH 1:30 – 4:00  
(or by appointment)  

COURSE DESCRIPTION  
A visual communication of specific ideas in a clean and exact manner. Assignments include illustration and graphic symbolisms using computers and laser printers for designing purposes.  

COURSE GOALS  
The students will demonstrate his knowledge of how and why the basic graphic design elements are used and how to apply them to projects that demonstrate the design principles.  

INSTRUCTIONAL OBJECTIVES & MEASURES  
Apply principles of visual form as studied in the prerequisite sequence of courses to the needs of graphic design  
Gain a working knowledge of the role of function in visual communications  
Develop the ability to generate appropriate ideas  
Develop the ability to make critical assessments of design problems and solutions  
Understand the process of design as a synthesis of formal, functional, creative, and critical viewpoints  
Develop a personal viewpoint of aesthetics and creativity in design problem solving  
Each project will be assessed by instructor rubric. There will be frequent individual and class critiques of design projects.  

PCCUA CORE COMPETENCIES  
The six PCCUA core competencies are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.  

1. Critical Thinking  
   Division Goal: Students will demonstrate the ability to communicate effectively in their chosen discipline using visual and oral media.  
   Student Learning Outcomes:  
   1. Prepare a written document suitable for client presentation in a professional manner.  
      Assessment Method: Client research paper  
      Tool: Rubric evaluation  
   2. Create design projects that will present a particular message to their audience.  
      Assessment Method: Portfolio presentation  
      Tool: Rubric evaluation  
      Criteria: 80% of the students will demonstrate knowledge of various design principles by scoring 80% or higher on the written exams instructor evaluation.
2 Communication
Division Goal: Students will acknowledge the diversity of groups and demonstrate toward ideas from others.

Student Learning Outcomes:
1. Prepare design projects in an objective, non-offensive approach to sensitive cultural issues.
Assessment Method: Portfolio
Tool: Rubric evaluation
Criteria: 80% of the students will demonstrate effective written communication skills by scoring 80% or higher on the project instructor evaluation.

3 Social and Civic Responsibility
Division Goal: Students will demonstrate knowledge of ethics and legal issues appropriate to their chosen discipline.

Student Learning Outcomes:
1. Create working relationships with clients by presentation of ideas and projects.
Assessment Method: Portfolio
Tool: Rubric evaluation
Criteria: 80% of the students will demonstrate knowledge of major legal and ethical issues appropriate to the graphic design industry by scoring 80% on participation in classroom discussions.

4 Cultural Awareness
Division Goal: Students will demonstrate ability to identify, analyze, and remediate problems critical to their chosen discipline.

Student Learning Outcomes:
1. Recognize the elements of art and apply the principles of design to each assignment.
Assessment Method: Portfolio
Tool: Rubric evaluation
Criteria: 80% of the students will demonstrate awareness of group diversity and tolerance for the ideas of others by scoring 80% on participation in classroom discussions.

5 Mathematical Reasoning
Division Goal: Students will demonstrate ability to perform computations appropriate to their chosen discipline.

Student Learning Outcomes:
1. Prepare projects using precise measurements.
Assessment Method: Portfolio
Tool: Rubric evaluation
Criteria: 80% of the students will demonstrate ability to use mathematical computations used in various design projects by scoring 80% or higher on the project instructor evaluation.

6 Technology Utilization
Division Goal: Students will demonstrate ability to perform technical operations of their chosen discipline.

Student Learning Outcomes:
1. Generate creative projects in a clean and exact manner using traditional and computer tools and software.
Assessment Method: Portfolio
Tool: Rubric Evaluation
Criteria: 80% of the students will demonstrate knowledge of technology in design principles by scoring 80% or higher in the project assignments Rubric evaluation.
In this course, we will assess the following core competencies:

<table>
<thead>
<tr>
<th>PCCUA Core Competency</th>
<th>Student Learning Outcome</th>
<th>Assessment Method/Measurement</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>Recognize the elements of art and apply the principles of design to each assignment.</td>
<td>Project rubric</td>
<td>70% of the students will score 70% or higher</td>
</tr>
<tr>
<td>Technology Utilization</td>
<td>Generate creative projects in a clean and exact manner using traditional and computer tools and software.</td>
<td>Project rubric</td>
<td>70% of the students will score 70% or higher</td>
</tr>
<tr>
<td>Social and Civic Responsibility</td>
<td>Students will understand the basic terminology and design history associated with Graphic Communications</td>
<td>Post Test</td>
<td>70% of the students will score 70% or higher</td>
</tr>
</tbody>
</table>

**TEXT AND READING MATERIALS:**

**GRADING POLICY**
There will be no written quizzes during the semester. All grades will consist of your homework and class assigned projects. Homework throughout the term will be the research and thumbnail sketches for the creation of projects. Your assigned class projects will be submitted by each individual deadline and will be included in your portfolio for midterm and final grades. Your final grade will be the average of your midterm and final grading periods. All grades will hold equal value.

**Grading Scale**

100-90 = A
89-80 = B
79-70 = C
69-60 = D
Below 60 = F

*The instructor has the right to make changes in the grade requirements and their weights in determining the final grade.*

**ATTENDANCE POLICY**

1. College attendance policies will be strictly adhered to. Students will be expected to attend each class regularly and on time.
2. Students and their advisors will receive a referral notice on the second and third absence.
3. On the third absence, the student will also be referred to the Student Success Coordinator.
4. Students will receive an EW after the fourth absence.
5. Punctuality is expected. Classes will begin at the time designated by the college. After class attendance has been taken, your arrival to class is considered an absence.
6. You are responsible for making up any assignment missed during your absence. An absence does not release you from your assignment or their deadlines.
7. There are no excused absences, unless the student misses class while engaged in approved college activities. It is the student’s responsibility to make up any missed work.
8. *If you know of an impending absence or tardy, please contact the instructor by one of the following means:

   Phone:  870-338-6474, ext. 1121
   E-Mail: vcobb@pccua.edu

*Exceptions to this attendance rule may be based on individual circumstances and the instructor’s assessment of the student’s ability to finish course requirements. The final decision concerning absences is left to the instructor’s discretion. A student’s attendance will directly affect their grade in this course.

PARTICIPATION
All students are expected to participate in all class activities.

COURSE EVALUATION & ASSESSMENT
I. Methods of Instruction
   A. Studio projects
   B. Lectures
   C. Discussions and critiques
   D. Demonstrations
   E. Assigned readings
   F. Written assignments

II. Methods of Evaluations
   A. Studio projects
   B. Critique
   C. Class participation
   D. Completion of reading and writing assignments
   E. Portfolio Review

MISSED OR LATE ASSIGNMENTS AND EXAMS
Deadlines for each assignment are attainable if you attend class as required. Therefore, NO late work will be accepted. Projects that will be added to your portfolio will be submitted as your midterm and final tests. Homework throughout the term will be the research and thumbnail sketches for the creation of projects, and the creation of a portfolio which will be graded for the final grading period. Your assigned projects will be submitted by each individual deadline and will be included in your midterm and final grades. Your final grade will be the average of your midterm and final grading periods.

STUDENT RESPONSIBILITIES
Punctuality is expected. Classes will begin at the time designated by the college. After class attendance has been taken, your arrival to class is considered an absence. You are responsible for making up any assignment missed during your absence. An absence does not release you from your assignment or their deadlines. All students are expected to complete all assignments. The portfolio is an on-going assignment to be completed on your own time. It may be in a paper or digital format. No exceptions!

You should purchase: Portfolio and/or cds

Self-Evaluation: Examine Group Critiques
Examine Instructor Critiques
Critical evaluation is an integral part of learning process
Self-evaluation -look over what you have done in terms of the assignment
    Make a habit of self-evaluation
    For the time being - save all of your drawings and/or thumbnails
ACADEMIC HONESTY POLICY

Phillips Community College of the University of Arkansas

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1. His/her grade in the course or on the examination affected by the misconduct may be reduced to any extent, including reduction to failure.
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1. No food or drink allowed in the classroom and/or lab.
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3. Come in prepared and ready to work
4. NO horseplay allowed under any circumstances!!
5. Cell phones must be turned to “silent” or “vibrate” mode while in class.

NO EXCEPTIONS! No phone conversations or text messaging during class. No wireless headset devices allowed during class.
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8. The academic honesty policy must strictly be adhered to.

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Phillips Community College of the University of Arkansas provides student support services that assist students in achieving their educational objective. Those services include advising, financial aid, counseling and guidance, and safety and security.

ADA POLICY:

Lynn Boone, the Vice Chancellor for Student Services, serves as the ADA Compliance Officer. If you reside in Arkansas County you may contact Vice Chancellor Carolyn Turner (DeWitt) or Dr. Susan Luebke (Stuttgart). The process of student referral under the Americans with Disabilities Act can be found in the Student Handbook.

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Course.” Additionally, courses with a “D” frequently do not transfer and institutional policies may vary. ACTS may be accessed on the Internet by going to the ADHE Website and selecting Course Transfer.

http://acts.adhe.edu/secure/institutiontransferinfo.aspx

Tentative Course Outline:

I. Introduction to Course January
II. Explanation of Syllabus January
III. Introduction to Graphic Design January
IV. Fundamentals of Graphic Design January/February
   a. Formal Elements of Design
   b. Principles of Design
   c. Manipulation of Graphic Space and Typography
V. Design and Layout March
VI. Designing with Type March
VII. Logos/Symbols/Pictograms April
IX. Portfolio Due April 30

Tentative Assignment Deadlines

All assignments are considered as tests and weighted equally in the grading process.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercise 2-1</td>
<td>January 15</td>
</tr>
<tr>
<td>Project 2-1</td>
<td>January 17</td>
</tr>
<tr>
<td>Project 2-2</td>
<td>January 22</td>
</tr>
<tr>
<td>Project 2-4</td>
<td>January 24</td>
</tr>
<tr>
<td>Project 2-5</td>
<td>January 29</td>
</tr>
<tr>
<td>Project 2-6</td>
<td>January 31</td>
</tr>
<tr>
<td>Project 2-7</td>
<td>February 7</td>
</tr>
<tr>
<td>Project 2-8</td>
<td>February 14</td>
</tr>
<tr>
<td>Project 2-9</td>
<td>February 21</td>
</tr>
<tr>
<td>Project 2-10</td>
<td>February 28</td>
</tr>
<tr>
<td>Exercise 3-1</td>
<td>March 7</td>
</tr>
<tr>
<td>Project 3-1</td>
<td>March 14</td>
</tr>
<tr>
<td>Project 4-1</td>
<td>March 28</td>
</tr>
<tr>
<td>Project 5-1</td>
<td>April 2</td>
</tr>
<tr>
<td>Exercise 6-1</td>
<td>April 16</td>
</tr>
<tr>
<td>Project 6-1</td>
<td>April 18</td>
</tr>
<tr>
<td>Project 7-1</td>
<td>April 25</td>
</tr>
<tr>
<td>Portfolio due</td>
<td>April 30</td>
</tr>
</tbody>
</table>

The syllabus and the policies, guidelines, and dates included are subject to change at the instructor’s discretion.
PR 103
Graphic Art & Design I
Syllabus Receipt

I understand the attendance policy as explained in this document and am aware that I am responsible for making up assignments and learning the material missed during my absence. An absence does not release me from submitting my assignments on the due date.

I have read and understand the content of this syllabus provided by my instructor. I agree that I will follow the policies within this syllabus.

I have read and understand the Internet usage policy and agree to its proper usage.

I have read and understand the use of equipment. I understand that using equipment in the class poses potential risk of serious injury and agree to use all equipment in a safe manner.

I grant permission to Phillips Community College of the University of Arkansas, its employees and agents, to take and use visual/audio images of me. Visual/audio images are any type of recording, including photographs, digital images, drawings, renderings, voices, sounds, video recordings, audio clips or accompanying written descriptions. PCCUA will not materially alter the original images. I agree that PCCUA owns the images and all rights related to them. The images may be used in any manner or media without notifying me, such as university sponsored web sites, publications, promotions, broadcasts, advertisements, posters and theater slides, as well as for non-university uses. I waive any right to inspect or approve the finished images or any printed or electronic matter that may be used with them. I release PCCUA and its employees and agents, including any firm authorized to publish and/or distribute a finished product containing the images, from any claims, damages or liability which I may ever have in connection with the taking of use of the images or printed material used with the images.

I am at least 18 years of age and competent to sign this release. I have read this release before signing. I understand its content, and I freely accept the terms.

NAME ________________________________________________________

Email ____________________________________________
Course Name: Graphic Art & Design II  
Course Number: PR 113  
Semester and Year: Spring, 2013  
Meeting Time & Place: T & I 125, T & Th 8:00 a.m.-9:20 am  
Prerequisites: none  
Required Laboratories: lab & lecture combined  
Credit Hours: 3  
Clock Hours: 3  
Revision Date: 12/10/2012

COURSE DESCRIPTION
A visual communication of specific ideas in a clean and exact manner. Assignments include illustration and graphic symbolism using computers and laser printers for designing purposes.

COURSE GOALS
The students will demonstrate his knowledge of how and why the basic graphic design elements are used and how to apply them to projects that demonstrate the design principles.

INSTRUCTIONAL OBJECTIVES & MEASURES
1. Apply principles of visual form as studied in the prerequisite sequence of courses to the needs of graphic design
2. Gain a working knowledge of the role of function in visual communications
3. Develop the ability to generate appropriate ideas
4. Develop the ability to make critical assessments of design problems and solutions
5. Understand the process of design as a synthesis of formal, functional, creative, and critical viewpoints
6. Develop a personal viewpoint of aesthetics and creativity in design problem solving

PCCUA CORE COMPETENCIES
The six PCCUA core competencies are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

1) Critical Thinking  
Division Goal: Students will demonstrate the ability to communicate effectively in their chosen discipline using visual and oral media.

Student Learning Outcomes:
1. Prepare a written document suitable for client presentation in a professional manner.
   Assessment Method: Client research paper
   Tool: Rubric evaluation
   Criteria: 80% of the students will demonstrate effective written communication skills by scoring 80% or higher on the client research paper Rubric evaluation.

2. Create design projects that will present a particular message to their audience.
   Assessment Method: Portfolio presentation
   Tool: Rubric evaluation
   Criteria: 80% of the students will demonstrate effective written communication skills by scoring 80% or higher on the portfolio Rubric evaluation.
2) Communication
Division Goal: Students will acknowledge the diversity of groups and demonstrate toward ideas from others.

Student Learning Outcomes:
1. Prepare design projects in an objective, non-offensive approach to sensitive cultural issues.
Assessment Method: Portfolio
Tool: Rubric evaluation
Criteria: 80% of the students will demonstrate effective written communication skills by scoring 80% or higher on the portfolio Rubric evaluation.

3) Social and Civic Responsibility
Division Goal: Students will demonstrate knowledge of ethics and legal issues appropriate to their chosen discipline.

Student Learning Outcomes:
1. Create working relationships with clients by presentation of ideas and projects.
Assessment Method: Portfolio
Tool: Rubric evaluation
Criteria: 80% of the students will demonstrate knowledge of client relationships by scoring 80% or higher on the portfolio Rubric evaluation.

4) Cultural Awareness
Division Goal: Students will demonstrate ability to identify, analyze, and remediate problems critical to their chosen discipline.

Student Learning Outcomes:
1. Recognize the elements of art and apply the principles of design to each assignment.
Assessment Method: Portfolio
Tool: Rubric evaluation
Criteria: 80% of the students will demonstrate the ability to identify, analyze, and remediate problems critical in the graphic arts industry scoring 80% or higher on the portfolio Rubric evaluation.

5) Mathematical Reasoning
Division Goal: Students will demonstrate ability to perform computations appropriate to their chosen discipline.

Student Learning Outcomes:
1. Prepare projects using precise measurements.
Assessment Method: Portfolio
Tool: Rubric evaluation
Criteria: 80% of the students will demonstrate effective measuring skills by scoring 80% or higher on the portfolio Rubric evaluation.

6) Technology Utilization
Division Goal: Students will demonstrate ability to perform technical operations of their chosen discipline.

Student Learning Outcomes:
1. Generate creative projects in a clean and exact manner using traditional and computer tools and software.
Assessment Method: Portfolio
Tool: Rubric Evaluation
Criteria: 80% of the students will demonstrate effective use of technology for presentations by scoring 80% or higher on the portfolio Rubric evaluation.
In this course, we will assess the following core competencies:

<table>
<thead>
<tr>
<th>PCCUA Core Competency</th>
<th>Student Learning Outcome</th>
<th>Assessment Method/Measurement</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>Recognize the elements of art and apply the principles of design to each assignment.</td>
<td>Project rubric</td>
<td>70% of the students will score 70% or higher</td>
</tr>
<tr>
<td>Cultural Awareness</td>
<td>Students will demonstrate an objective, non-offensive approach to creating a branding identity project for public</td>
<td>Project rubric</td>
<td>70% of the students will score 70% or higher</td>
</tr>
<tr>
<td>Technology Utilization</td>
<td>Generate creative projects in a clean and exact manner using traditional and computer tools and software.</td>
<td>Project rubric</td>
<td>70% of the students will score 70% or higher</td>
</tr>
<tr>
<td>Mathematical Reasoning</td>
<td>Students will demonstrate basic skills in creating and presenting their project using precise measurements per assignment.</td>
<td>Project rubric</td>
<td>70% of the students will score 70% or higher</td>
</tr>
</tbody>
</table>

TEXT AND READING MATERIALS:

Publisher:
Thomson Delmar Learning

GRADING POLICY

Tests and Homework Information: There will be several projects during the semester. Homework throughout the term will consist of the research for the creation of projects. Your assigned class projects will be submitted by each individual deadline and will be included in your portfolio for midterm and final grades. Your final grade will be the average of your midterm and final grading periods. All grades will hold equal value.

Class Structure: You will form base groups (simulated advertising agencies) and remain in these groups throughout the semester. The instructor will determine the groups. Each group will receive projects and meet all required deadlines as if the work was done in a real ad agency. The class will meet every two weeks in a board room simulation to discuss any issues with their individual projects with the chairman of the board (the instructor).

Grading Scale

- 100-90 = A
- 89-80 = B
- 79-70 = C
- 69-60 = D
- Below 60 = F

*The instructor has the right to make changes in the grade requirements and their weights in determining the final grade.*
ATTENDANCE POLICY

1. College attendance policies will be strictly adhered to. Students will be expected to attend each class regularly and on time.
2. Absentee notices will be sent for the first, second, and third absences. **On the fourth absence you will be dropped from the class with an EW.**
3. Punctuality is expected. Classes will begin at the time designated by the college. After class attendance has been taken, your arrival to class is considered an absence.
4. You are responsible for making up any assignment missed during your absence. An absence does not release you from your assignment or their deadlines.
5. There are no excused absences. However, students who miss class while engaged in approved college activities will be excused. It is the student’s responsibility to make up any missed work.
6. **If you know of an impending absence or tardy, please contact the instructor by one of the following means:**

   Phone: 870-338-6474, ext. 1121
   E-Mail: vcobb@pccua.edu

*Exceptions to this attendance rule may be based on individual circumstances and the instructor’s assessment of the student’s ability to finish course requirements. The final decision concerning absences is left to the instructor’s discretion. A student’s attendance could directly affect their grade in this course.

PARTICIPATION

All students are required and expected to participate in all class activities.

COURSE EVALUATION & ASSESSMENT

   Methods of Instruction
   A. Studio projects
   B. Lectures
   C. Discussions and critiques
   D. Demonstrations
   E. Written assignments

   Methods of Evaluation
   A. Studio projects
   B. Critique
   C. Class participation
   D. Completion of reading and writing assignments
   E. Quizzes
   F. Portfolio review

MISSED OR LATE ASSIGNMENTS AND EXAMS

Deadlines for each assignment are attainable if you attend class as required. Therefore, no late work will be accepted. Projects that will be added to your portfolio will be submitted as your midterm and final tests. Homework throughout the term will consist of assigned drawings and the creation of a portfolio which will be graded for the final grading period. Your assigned projects will be submitted by each individual deadline and will be included in your midterm and final grades. Your final grade will be the average of your midterm and final grading periods.

STUDENT RESPONSIBILITIES

Punctuality is expected. Classes will begin at the time designated by the college. After class attendance has been taken, your arrival to class is considered an absence.
You are responsible for making up any assignment missed during your absence. An absence does not release you from your assignment or their deadlines. All students are expected to complete all assignments. The portfolio is an ongoing assignment to be completed on your own time. **No exceptions!**

**You should purchase:** Portfolio

**Self-Evaluation:**
- Group Critiques
- Instructor Critiques

Critical evaluation is an integral part of learning process

Self-evaluation - look over what you have done in terms of the assignment
- Make a habit of self-evaluation
- For the time being - save all of your drawings and/or thumbnails.

**ACADEMIC HONESTY POLICY**

**Phillips Community College of the University of Arkansas**
**Academic Misconduct Policy**

If a student discovers or attempts to discover the contents of an exam before the contents are revealed by the instructor, or obtains, uses, and/or attempts to supply to any person unauthorized material or devices, he/she will be subject to punishment for academic misconduct. The instructor has the responsibility for instructional activities of the course being taught, including the determination of cheating, plagiarism, or any other activity pertinent to the course or program function. Any student found guilty of an act of academic misconduct may be subject to either of the following penalties:

1. His/her grade in the course or on the examination affected by the misconduct may be reduced to any extent, including reduction to failure.
2. The student may be placed on probation or suspended from the college for a specific definite period. In the case of repeated offenses, appropriate action up to and including permanent suspension from the college will be taken. The student may appeal either the finding of cheating or the penalty, or both, to the Student Relations Committee. Suspension and dismissal for academic reasons are not governed by the due process requirements of the Fourteenth Amendment; therefore, the disciplinary procedures do not apply.

**LABORATORY PROCEDURES: (if applicable)**

1. No food or drink allowed in the classroom and/or lab.
2. **Absolutely no rude attitudes or behavior.** Please refer to the student discipline policies.
3. Come in prepared and ready to work
4. **NO horseplay allowed under any circumstances!!**
5. Cell phones must be turned to “silent” or “vibrate” mode while in class.

**NO EXCEPTIONS!** No phone conversations or text messaging during class. No wireless headset devices allowed during class.
6. Internet use must be approved by instructor. Please refer to the Internet Acceptable Usage Policy
7. The academic honesty policy must strictly be adhered to.

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Tentative Course Outline:

I. Introduction to Course
   January

II. Explanation of Syllabus
    January

III. Base Group formulation
     January

IV Client Presentation
    January
    a. Brainstorming with client
    b. Idea development
    c. Presentation of idea

V. Poster Designs
   February

VI. Book Jackets and CD Covers
    February/March

VII. Package Design
     March
     a. Purpose
     b. Design
     c. Production

VIII. Design Media
      April
      a. Business Stationery
      b. Billboards
      c. Newspapers
      d. Magazines
      e. Making it printable

IX. Advertising/Web Design
    April

X. Final portfolios due
   April 30
<table>
<thead>
<tr>
<th>TENTATIVE ASSIGNMENT DEADLINES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project 8-1</td>
</tr>
<tr>
<td>Exercise 9-1</td>
</tr>
<tr>
<td>Project 9-1</td>
</tr>
<tr>
<td>Exercise 10-1</td>
</tr>
<tr>
<td>Project 10-1</td>
</tr>
<tr>
<td>Project 11-1</td>
</tr>
<tr>
<td>Project 12-1</td>
</tr>
<tr>
<td>Project 13-1</td>
</tr>
<tr>
<td>Project 14-1</td>
</tr>
<tr>
<td>Portfolio due</td>
</tr>
</tbody>
</table>
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I am at least 18 years of age and competent to sign this release. I have read this release before signing. I understand its content, and I freely accept the terms.

NAME ________________________________________________________

Email_________________________________________________________
Course Name: Printmaking  
Course Number: PR-114-S30  
Semester and Year: Fall, 2012  
Meeting Time & Place: 8/20/2012- 12/12/2012  
Tuesday 06:00PM - 08:50PM, WMTC  
Prerequisites: None  
Credit Hours: 4  
Clock Hours: 60  
Revision Date: 8-01-12  

INSTRUCTOR INFORMATION:  
Instructor: Randi RauhTyler  
Office Location: WMTC  
Office Phone #: (870)673-4201, ext. 1827  
Cell Phone (870) 830-6699  
Email Address: rtyler@pccua.edu  
Office Hours: 1:00 – 3:30 Monday-Tuesday Stuttgart  
1:00 – 3:30 Wednesday-Thursday DeWitt

COURSE DESCRIPTION

Allows students to explore traditional and contemporary printmaking processes while creating indelible multiples or one-of-a-kind prints of your own images. Topics include woodcut, intaglio, serigraphy, lithography, collography, monotype, and a history of each.

COURSE GOALS

The students will learn the technical areas of graphic communications and its impact on the industry, the safety and health issues, and become familiar with the business of printing and the careers in graphic communications.

INSTRUCTIONAL OBJECTIVES & MEASURES

The purpose of the course is to teach the students about the processes of printing and their related fields of occupation, and to introduce the student to the world of graphic communications.

PCCUA CORE COMPETENCIES

The six PCCUA core competencies are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES:</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a result of the study of courses in the Division of Applied Technology, Graphic Communications program, the students will be able to demonstrate the following core competencies:</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
</tr>
<tr>
<td><strong>Cultural Awareness</strong></td>
</tr>
</tbody>
</table>
The following are the Student Learning Outcomes developed for this specific course.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Student Learning Outcome</th>
<th>Assessment Method/Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Skills</td>
<td>Students will be able to explain different methods of printing.</td>
<td>Post Test</td>
</tr>
<tr>
<td></td>
<td></td>
<td>70% of the students will score 70% or higher</td>
</tr>
<tr>
<td>Technology Utilization</td>
<td>Students will demonstrate basic skills in offset printing.</td>
<td>Project rubric</td>
</tr>
<tr>
<td></td>
<td></td>
<td>70% of the students will score 70% or higher</td>
</tr>
<tr>
<td>Technology Utilization</td>
<td>Students will demonstrate basic skills in relief printing</td>
<td>Project rubric</td>
</tr>
<tr>
<td></td>
<td></td>
<td>70% of the students will score 70% or higher</td>
</tr>
<tr>
<td>Technology Utilization</td>
<td>Students will demonstrate basic skills in gravure printing</td>
<td>Project rubric</td>
</tr>
<tr>
<td></td>
<td></td>
<td>70% of the students will score 70% or higher</td>
</tr>
<tr>
<td>Technology Utilization</td>
<td>Students will demonstrate basic skills in screen printing</td>
<td>Project rubric</td>
</tr>
<tr>
<td></td>
<td></td>
<td>70% of the students will score 70% or higher</td>
</tr>
</tbody>
</table>


**Grades:** There will be two (2) scheduled tests during the semester.

A. Exceptional. Conceptualization, hand skills and visual skills are all close to a professional level. Concepts presented in class are used as a base for advanced exploration.

B. Above Average. Responses adhere to requirements of assignments, exhibit an understanding of the concepts presented. Solutions are unique, noteworthy and beyond competent. Hand and presentation skills are advanced.

C. Average. Student understands requirements of the assignment and is able to present an adequate solution with proper execution.

D. Below Average. Student exhibits little understanding of the requirements of the assignment. May indicate below average conceptual skills, hand skills, or presentation skills.

F. Failure. Student exhibits no understanding of the requirements of the assignment.

**Plagiarism:** Solutions to assignments you submit will be your own work. Copywriter infringement and theft of an image, idea, song or slogan is included. A student who is discovered to have plagiarized another’s work will immediately receive a grade of F for the course, and a recommendation for disciplinary action will be forwarded to the Dean of Students.
*The instructor has the right to make changes in the grade requirements and their weights in determining the final grade.

**MISSED OR LATE ASSIGNMENTS AND EXAMS** – Unless otherwise reviewed with instructor, all assignments must be completed in a timely fashion. Late assignments may not be accepted.

**CLASS ATTENDANCE POLICY**

**CLASS ATTENDANCE** - Attendance and discussions are mandatory to complete this course. Students are expected to attend all classes regularly and punctually. Two (2) excused absences are allowed and two (2) unexcused. It is the student’s responsibility to know and comply with the instructor’s policy and to contact the instructor to make up missed work. The instructor will warn a student when in danger of becoming excessively absent by sending a warning notice to the Advisement Center. The student can be contacted by an advisor. If the student is absent more times than three (3) times, the instructor will lower the grade for each absence. To receive an EW the student must have contacted the instructor and give explanation of inability to continue. This is a Cooperative Learning course and the work done on projects requires full class participation in some form.

Punctuality is expected. Classes will begin at the time designated by the college. Students not in the classroom at this time will be considered absent.

1. You are responsible for making up any assignment missed during absence. An absence does not release you from your assignment or their deadlines.
2. If you know of an impending absence, please contact the instructor by one of the following means:
   - Phone 870-673-4201, ext. 1827 – EMAIL: rtyler@pccua.edu

*Exceptions to the attendance rules may be based on individual circumstances and the instructor’s assessment of the student’s ability to finish course requirements. The final decision concerning absences is left to the instructor’s discretion. A student’s attendance may directly affect their grade in this course.

**COURSE EVALUATION & ASSESSMENT** – Grading will be based on homework, lab assignments, and exams. All assignments will hold equal weight in the grading criteria. A survey will be provided to each student at the end of the class.

**ACADEMIC INTEGRITY** - Academic fraud and dishonesty including Cheating, Facilitating Dishonesty, Plagiarism and Test Tampering are regarded as offenses requiring disciplinary action.

**STUDENT CONDUCT** - An objective of PCCUA is to provide an opportunity for education to all of its students. It is important to define standards of conduct enabling students to work with faculty and staff in a positive manner. The student is responsible for compliance with regulations and policies that are in place at PCCUA. For more on discipline/policies see the Student Handbook Policies, Procedures section.

**LABORATORY PROCEDURES:** Responsible adult behavior is expected with respect to the equipment being used. If in doubt of proper use contact your instructor before using.

**CAMPUS SUPPORT SERVICES:** Phillips Community College of the University of Arkansas provides student support services that assist students in achieving their educational objective. Those services include advising, financial aid, counseling and guidance, and safety and security.
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EQUIPMENT SAFETY

Health and Safety guidelines are posted and will be extensively discussed and enforced. It is the student’s responsibility to use the equipment and chemicals safely and wisely. MUCH OF THE EQUIPMENT AND MATERIAL IN THE Graphics Area IS POTENTIALLY DANGEROUS. Do not use any equipment or chemical if you have not been instructed in their use. Consult the instructor. Basic first aid supplies are maintained in the studio. In Emergency situations dial 911. Fire extinguishers are located in and around the campus. Please familiarize yourself with their location. Any questions concerning the health requirements for or the health risks of a particular chemical or solvent may be found in the MSDS (Material Safety Data Sheet) book located in the maintenance area.

SAFETY PROCEDURES

1. NEVER add water to acid. Always add the acid to the water.
2. Familiarize yourself with the location of the eyewash and shower.
3. Baking soda will neutralize acid; a quantity is kept above the sink.
4. Be sure all cans, containers, jars are tightly capped before you leave even if you didn’t use them.
5. Always wash the front and back of anything that has been in the acid bath before leaving.
6. When not in use, the acid bath should be closed, to prevent hazardous fumes from filling the room.
7. In the event of an accident, flush the person copiously with water, including clothing. If spilled on, neutralize with baking soda. If severe and continuous burning occurs, go to a doctor at once on an emergency basis.
8. Tools for cutting should only be used away from body and on a cutting board.
9. Be familiar with the location of the fire extinguishers, fire alarm switches and emergency phones.
10. Wear protective clothing and gloves whenever using solvents or acid baths.
CLEAN UP DUTIES
· All lids are on solvent containers and they are in their proper places, all containers are filled.
· Ink cans are clean, covered and back in the supply cabinet.
· Rollers are clean and properly stored.
· Acid baths are closed and no plates left unattended
· Sinks are drained and clean.
· Presses and press area is clean, pressure released from the presses. Hot plate is turned off.

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General Topics to be covered:
   Relief Printing
   Intaglio
   Lithograph
   History of Printmaking

PLEASE NOTE – Any type of printing that is covered is subject to safety compliance and materials available. Some printing processes may change due to availability of material.

WEEK 1 - REVIEW – Presentation of syllabus, Project overviews.
   Class Work – Review of History and Power Point
   Handout – History of Printmaking
   Project – Find black and white pictures to define for making a print

WEEK 2 – Continuation of History of Printmaking.
   Class Work – Review of History and Power Point
   Handout – History of Printmaking
   Project – Find black and white pictures to define for making a print – make negative image

WEEK 3 – Types of Print and Printmaking
   Class Work – Review of Printmaking and Power Point
   Handout – Print & Printmaking
   Project – Study in pencil a black and white image for transfer to linoleum

WEEK 4 – Continuation of Types of Print and Printmaking
   Class Work – Review of Printmaking and Power Point
   Handout – Print & Printmaking
   Project – Practice cutting a linoleum block - Cut a potato for Printing

WEEK 5 – Types of Print and Printmaking – Relief Printing
   Class Work – Review of Relief Printing and Power Point
Handout – Relief Printing

Project – Transfer drawing to linoleum

WEEK 6 – Continuation of Types of Print and Printmaking – Relief Printing

Class Work – Review of Relief Printing and Power Point

Handout – Woodcuts – Amman Trades Printing

Project – Cut design for printing

WEEK 7 – Types of Print and Printmaking - Etching

Class Work – Review of Etching and Power Point

Handout – Etching John Foxe Collection Woodcuts

Project – Cut design for printing

WEEK 8 – Types of Print and Printmaking - Engraving

Class Work – Review of Engraving and Power Point

Handout – Gustave Doré, Medieval Engraving

Project – First Print, Mid Term

WEEK 9 – Types of Print and Printmaking - Intaglio

Class Work – Review of Intaglio and Power Point

Handout – Intaglio

Project – Print – Wash on Print – Scratch Board

WEEK 10 – Types of Print and Printmaking - Lithography

Class Work – Review of Lithography and Power Point

Handout – Lithography

Project – Choose drawing for Lithograph

WEEK 11 – Continuation of Types of Print and Printmaking - Lithography

Class Work – Review of Lithography and Power Point

Handout – Lithography

Project – drawing for Lithograph

WEEK 12 – Types of Print and Printmaking – Nature Printing
Class Work – Review of Nature Printing and Power Point

Handout – Nature Printing

Project – Print for Lithograph –

WEEK 13 – Types of Print and Printmaking – Technology Printing and Safety Review

Class Work – Review of Technology Printing and Power Point

Handout – Technology Printing – Safety Review

Project – Create a Design for Printing in PSP Black & White

WEEK 14 – Types of Print and Printmaking – Giclee, Flexographic, & Gravure

Class Work – Review of Giclee, Flexographic & Gravure Printing and Power Point

Handout – Giclee, Flexographic, & Gravure Printing

Project – Create a Design for Printing in PSP Color with “effects”

WEEK 15 – Review and Final

Class Work – Review and Final
SYLLABUS RECEIPT

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☐ I have read and understand the Internet usage police and agree to its proper usage.

☐ I have read and understand the use of equipment. I understand that using equipment in the class poses potential risk of serious injury and agree to use all equipment in a safe manner.

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I am at least 18 years of age and competent to sign this release. I have read this release before signing. I understand its content, and I freely accept the terms.

NAME ________________________________________________________

DATE ____________________________________________

INSTRUCTOR _____ Randi RauhTyler ___________

DATE ____________________________________________
**Course Name:** Illustration I  
**Course Number:** PR-133- D20 (10976)  
**Semester and Year:** Fall 2010  
**Meeting Time & Place:** Wednesday 05:00PM - 07:50PM D104  
**Prerequisites:** None  
**Required Laboratories:** None  
**Credit Hours:** 3  
**Clock Hours:** 45  
**Revision Date:** 8/8/10

**INSTRUCTOR INFORMATION:**  
**Instructor:** Randi RauhTyler  
**Office Location:** WMTC  
**Office Phone #:** (870)-673-4201, ext. 1827  
**Email Address:** rtyler@pccua.edu  
**Office Hours:** 12:00 – 2:00 Monday-Tuesday  
Stuttgart – 1:30 – 4:30 Wednesday-Thursday  
DeWitt

**COURSE DESCRIPTION:** In this introduction to the fundamentals of drawing for illustration, freehand sketching, perspective, and drafting techniques are covered. Emphasis is on tight rendering. Projects include spot drawings, pencil, pen and ink, two-color, and technical/project illustration.

**COURSE GOALS:** To have the learner demonstrate his knowledge of two dimensional drawing concepts and principles and their application to projects and demonstrate the design principles.

**PCCUA CORE COMPETENCIES** - The six PCCUA core competencies are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students. The division of Applied Technology & Workforce Development perceives these competencies as:

- **Communication** – The learner will be able to communicate in verbal and non-verbal form by tests and projects that reflect the courses goals. Division Goal: Students will demonstrate the ability to communicate effectively in their chosen discipline using visual and oral media. Student Learning Outcomes: The students will demonstrate visual communication skills through a foundation of drawing concepts and principles.  
  Assessment Method: Daily drawings Tool: Instructor evaluation  
  Assessment Method: Sketch book Tool: Rubric evaluation  
  Criteria: 80% of the students will demonstrate effective written communication skills by scoring 80% or higher on the written exam instructor Rubric evaluation.

- **Cultural Awareness** – The learner will understand the diversity of groups through class projects and research of course development in other areas. Division Goal: Students will acknowledge the diversity of groups and demonstrate toward ideas from others. Student Learning Outcomes: Awareness of cultural differences and customs involved in the graphic design field. Assessment Method: assigned drawings/portfolio Tool: Class evaluation Criteria: 80% of the students will acknowledge cultural differences encountered in the graphic design field by participating 80% in the class assignment.

- **Social and Civic Responsibility** – The learner will interact within the community and within class groups to develop responsible actions. Division Goal: Students will demonstrate knowledge of ethics and legal issues appropriate to their chosen discipline. Student Learning Outcomes: Understanding of legal issues appropriate to graphics industry. Assessment Method: Daily drawings completed within legal and ethical boundaries. Tool Instructor evaluation Criteria: 80% of the students will demonstrate knowledge of ethics and legal issues encountered in the graphic design field by participating 80% in the class assignment.

- **Critical Thinking** – The learner will evaluate data and predict outcomes within the course to expand the ability to analyze projects. Division Goal: Students will demonstrate ability to identify, analyze, and remediate problems critical to their chosen discipline. Student Learning Outcomes: Analyze and recognize the varied techniques necessary to complete the drawing assignments. Assessment Method: assigned
Mathematical Reasoning – The learner will use strategies to solve problems within course projects and measure results. Division Goal: Students will demonstrate ability to perform computations appropriate to their chosen discipline. Student Learning Outcomes: Prepare drawings using precise measurements and perspectives. Assessment Method: assigned drawings/portfolio Tool: Rubric evaluation. Criteria: 80% of the students will demonstrate effective mathematics skills by scoring 80% or higher on the class assignment instructor Rubric evaluation.

Technology Utilization – The learner will use the basic tools and learn advanced technology to achieve the course objectives. Division Goal: Students will demonstrate ability to perform technical operations to their chosen discipline. Student Learning Outcomes: Compare drawings completed in varied media with computer generated drawings. Assessment Method: Daily drawings. Tool: Instructor evaluation. Assessment Method: assigned drawings/portfolio. Tool: Rubric evaluation. Criteria: 80% of the students will demonstrate effective technical skills by scoring 80% or higher on portfolio Rubric evaluation.

TEXT AND READING MATERIALS: None required. Handouts will be made available.

MATERIALS REQUIRED: Portfolio folder, Sketch pad, assortment of pencils, pens and erasers.

GRADING POLICY – Rubric for Class will be provided

Grades: There will be two (2) scheduled tests during the semester.
E. Exceptional. Conceptualization, hand skills and visual skills are all close to a professional level. Concepts presented in class are used as a base for advanced exploration.
F. Above Average. Responses adhere to requirements of assignments, exhibit an understanding of the concepts presented. Solutions are unique, noteworthy and beyond competent. Hand and presentation skills are advanced.
G. Average. Student understands requirements of the assignment and is able to present an adequate solution with proper execution.
H. Below Average. Student exhibits little understanding of the requirements of the assignment. May indicate below average conceptual skills, hand skills, or presentation skills.
F. Failure. Student exhibits no understanding of the requirements of the assignment.

Concerning grades: Judged by these qualities

1. Accuracy
2. Craftsmanship
3. Control
4. Contrast
5. Composition

*The instructor has the right to make changes in the grade requirements and their weights in determining the final grade.

MISSED OR LATE ASSIGNMENTS AND EXAMS – Unless otherwise reviewed with instructor, all assignments must be completed in a timely fashion. Late assignments may not be accepted.

CLASS ATTENDANCE POLICY: Attendance and discussions are mandatory to complete this course. Students are expected to attend all classes regularly and punctually. Two (2) excused absences are allowed and one (1) unexcused. It is the student’s responsibility to know and comply with the instructor’s policy and to contact the instructor to make up missed work. The instructor will warn a student when in danger of becoming excessively absent by sending a warning notice to the Advisement Center. The student can be contacted by an advisor. If the student is absent more times than four (4) times, the instructor will drop the student from the class roll with a grade of EW by notifying the Admissions office.
Punctuality is expected. Classes will begin at the time designated by the college. Students not in the classroom at this time will be considered absent.
You are responsible for making up any assignment missed during absence. An absence does not release you from your assignment or their deadlines.

If you know of an impending absence, please contact the instructor by one of the following means:

Phone 870-673-4201, ext. 1827 – EMAIL: rtyler@pccua.edu

*Exceptions to the attendance rules may be based on individual circumstances and the instructor’s assessment of the student’s ability to finish course requirements. The final decision concerning absences is left to the instructor’s discretion. A student’s attendance may directly affect their grade in this course.

COURSE EVALUATION & ASSESSMENT – Grading will be based on homework, lab assignments, and exams. All assignments will hold equal weight in the grading criteria. A survey will be provided to each student at the end of the class.

ACADEMIC INTEGRITY - Academic fraud and dishonesty including Cheating, Facilitating Dishonesty, Plagiarism and Test Tampering are regarded as offenses requiring disciplinary action.

STUDENT CONDUCT - An objective of PCCUA is to provide an opportunity for education to all of its students. It is important to define standards of conduct enabling students to work with faculty and staff in a positive manner. The student is responsible for compliance with regulations and policies that are in place at PCCUA. For more on discipline/policies see the Student Handbook Policies, Procedures section.

LABORATORY PROCEDURES: Responsible adult behavior is expected with respect to the equipment being used.

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General Topics to be covered:
1. Shape and Form
2. Texture, Contrast
3. Value, Light
4. Still life, Figures, Faces
5. Illustration History and employment

The syllabus and the policies, guidelines, and dates included are subject to change at the instructor’s discretion.
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I have read and understand the content of this syllabus provided by my instructor.

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I am at least 18 years of age and competent to sign this release. I have read this release before signing. I understand its content, and I freely accept the terms.

NAME ________________________________________________________

DATE ____________________________________________

INSTRUCTOR _____Randi RauhTyler_________

DATE ____________________________________________
Course Name: Graphic Design Typography  
Course Number: PR-123-S30  
Semester and Year: Spring 2013  
Meeting Time & Place: DeWitt D104  
Tuesday 06:00PM - 08:50PM  
Prerequisites: None  
Required Laboratories: lab & lecture combined  
Credit Hours: 3 Clock Hours: 45  
Revision Date: 1/4/13  

INSTRUCTOR INFORMATION:  
Instructor: Randi RauhTyler  
Office Location: WMTC  
Office Phone #: (870)673-4201, ext. 1827  
Cell Phone (870) 830-6699  
Email Address: rtyler@pccua.edu  
Office Hours:  
1:00 – 3:30 Monday-Tuesday Stuttgart  
1:00 – 3:30 Wednesday-Thursday DeWitt

COURSE DESCRIPTION: This class is a rigorous investigation of the expressive potential of typography as a critical element of visual communications and electronic media.

COURSE GOALS: To explore, through studio based projects, the conventions and expressive potential of typography and typographic systems, through exposure to history of letterforms & typographic technologies. To expose students to breadth of graphic design practice by familiarizing students with "tools of the trade" and their appropriate use.

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<table>
<thead>
<tr>
<th>PCCUA Core Competency</th>
<th>Student Learning Outcome</th>
<th>Assessment Method/Measurement</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social &amp; Civic Responsibility</td>
<td>5. Student will apply the principles of design to the visual letterform and develop a personal viewpoint of aesthetics and creativity in design problem solving.</td>
<td>Rubric</td>
<td>70% of the students will score 70% or higher</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>4. Students will develop the ability to make critical assessments of design problems and solutions in relationship to the letterform.</td>
<td>Rubric</td>
<td>70% of the students will score 70% or higher</td>
</tr>
<tr>
<td>Technology Utilization</td>
<td>21. Students will gain a working knowledge of the role of the letterform in visual communications using InDesign, Illustrator, and Photoshop</td>
<td>Rubric</td>
<td>70% of the students will score 70% or higher</td>
</tr>
</tbody>
</table>
TEXT AND READING MATERIALS: Required Textbooks Rabinowitz, Tova. Exploring Typography (Thompson Delmar) ISBN 10 1-4018-1505-7 13-978-1-4018-1505-9 MATERIALS: Sketch pad or lined writing tablet Flash Driver or RW CD -- Handouts will also be available

GRADING POLICY - Grading will be based on homework, lab assignments, and exams. All assignments will hold equal weights in the grading criteria. Concerning Project grades judged by these qualities

Design fundamentals – Presentation –Accuracy

Grades:

A. Exceptional - Conceptualization, hand skills and visual skills are all close to a professional level. Concepts presented in class are used as a base for advanced exploration.
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Tentative Course outline:

CD Cover in Type

Portrait in Type

Gestalt Type

Your own Font

Week 1 – Syllabus Review – History

Reading Chapter 1

Power Point – Alphabet - History
Projects

1. Create a typographic composition for a cookbook cover by using homemade relief printing letter stamps.
2. Create a collage using only found type that expresses your conceptions of sensory overload and solitude in the “information age”.

Week 2 – Timeline

Reading Chapter 1

Power Point – Typography

Handouts – Plagiarism, Terminology

Projects Complete projects

HOMEWORK: Answer Review questions Pg 46 – 3, 6 & 9 (NOTE: All homework should be typed and easily read)

Week 3 – Physical Attributes

Power Point – Typefaces

Reading Chapter 2

Handouts –, Points & Picas

Projects

1. Write your Name in Letter of your choice (not cursive) using typographic guidelines (show and label lines)
2. Select a letter of the alphabet. Create a composition that collages that letter in a minimum of five different typefaces. Label the parts of the letters in smaller text as a component of the design.

Week 4 – Terminology

Power Point – Type Forms

Reading Chapter 2

Projects Complete projects

HOMEWORK: Answer Review questions 9 & 10 pg 68

Week 5 –Type Family Class

Power Point – Type in a Document

Reading Chapter 3

Handouts – CD ESSENTIALS
Projects

1. Your favorite band of musicians has hired you to create cover art for a re-issue of your favorite CD. Using only typefaces sampled in chapter 3, design front and back cover art and a sticker design for the CD.

Week 6 – Type Family Class

Reading Chapter 3

Power Point –

Projects Complete projects

HOMEWORK: Answer review questions 1 to 10 pg 170

Week 7 – Legibility/Readability

Reading Chapter 4

Handouts – Points & Picas

Projects

1. Select a photographic portrait of yourself, of someone you know, or of someone famous. Increase the size of the image so the face is at least six inches wide. Trace the image, dividing it into sections according to typographic color, then cut areas of text from magazines to reproduce the varying levels of gray in your image. Paste them into the areas to create a new image.

HOMEWORK: Answer review question 2, 4 and 5 pg 196

Week 8 – MIDTERM

TEST – Chapters 1 to 4

Handouts – Copy preparation, Typesetting

Projects All 6 projects should be completed

HOMEWORK: begin reading Chapter 5

Week 9 – Layout Design

Reading Chapter 5

Power Point – Gestalt

Handouts - Gestalt, Layouts, Text Formatting

Projects

1. Cut and paste from magazines to find examples of text and/or images that illustrate each of the laws of Gestalt (label each)
2. Cut and paste from magazines to find five different examples of ways that designers have emphasized elements of their layouts. (label each)

**HOMEWORK:** Answer review questions 1-5 pg 230

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**Week 10 – Using Grids**

**Reading** Chapter 6

**Handouts – Margins**

**Projects**

1. Cut and paste from printed material and web pages to find an example of a manuscript grid, a column grid, a modular grid and a hierarchical grid. (label each)

**HOMEWORK:** Answer review questions 1-6 pg 250

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**Week 11 – Type in Digital**

**Reading** Chapter 7

**Projects**

1. Create a storyboard for an expressive interactive e-card that uses only type to convey its message.
2. Create a design for a web page or Power Point presentation that teaches the audience how to play your favorite card game, using only typographic characters and symbols – no images.

**HOMEWORK:** Answer review questions 1, 2, 3, 4, 6 & 8 pg 292

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**Week 12 – Designing Type**

**Reading** Chapter 8

**Handouts – Art of Founding, Tips**

**Projects**

1. Write a plan to design a font that describes “who, what, where, when, why and how” (See page 337 project 4 for further guidelines)

**HOMEWORK:** Answer review questions 1, 2, 7 & 10 pg 336

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**Week 13 – Use of Type**

**Reading** Chapter 9

**Handouts – Web Fonts**

**Projects**

1. Create an alphabet from found fabricated or natural objects or photographic images.

**HOMEWORK:** Answer review questions 1, 5, 6 & 7 pg 384

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**Week 14 – REVIEW**
Handouts -

Projects – ALL 7 PROJECTS SHOULD BE COMPLETED

HOMEWORK: REVIEW FOR FINAL

Week 15 – FINAL

Choose best project for matting.

The syllabus and the policies, guidelines, and dates included are subject to change at the instructor’s discretion.

Review Questions – Select one question to answer for each chapter. Must be typed!

Pg 46 Chapter 1
Pg 68 Chapter 2
Pg 170 Chapter 3
Pg 196 Chapter 4
Pg 230 Chapter 5
Pg 250 Chapter 6
Pg 282 Chapter 7
Pg 336 Chapter 8
Pg 384 Chapter 9

Expand

ascender line
cap height
x-height (and waistline)
baseline
descender line
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☐ I have read and understand the Internet usage policy and agree to its proper usage.

☐ I have read and understand the use of equipment. I understand that using equipment in the class poses potential risk of serious injury and agree to use all equipment in a safe manner.

☐ I grant permission to Phillips Community College of the University of Arkansas, its employees and agents, to take and use visual/audio images of me. Visual/audio images are any type of recording, including photographs, digital images, drawings, renderings, voices, sounds, video recordings, audio clips or accompanying written descriptions. PCCUA will not materially alter the original images. I agree that PCCUA owns the images and all rights related to them. The images may be used in any manner or media without notifying me, such as university sponsored web sites, publications, promotions, broadcasts, advertisements, posters and theater slides, as well as for non-university uses. I waive any right to inspect or approve the finished images or any printed or electronic matter that may be used with them. I release PCCUA and its employees and agents, including any firm authorized to publish and/or distribute a finished product containing the images, from any claims, damages or liability which I may ever have in connection with the taking of use of the images or printed material used with the images.

I am at least 18 years of age and competent to sign this release. I have read this release before signing. I understand its content, and I freely accept the terms.

NAME __________________________________________________________

DATE __________________________________________________________

INSTRUCTOR _____Randi RauhTyler__________

DATE __________________________________________________________
Course Name: Illustration II
Course Number: PR-143-D30
Semester and Year: Fall 2012
Meeting Time & Place: Thursday 06:00PM - 08:50PM
DeWitt - D104
Prerequisites: PR 133 or Permission
Required Laboratories: None
Credit Hours: 3 Clock Hours: 45
Revision Date: 8/8/12

INSTRUCTOR INFORMATION:
Instructor: Randi RauhTyler
Office Location: WMTC
Office Phone #: (870)673-4201, ext. 1827
Cell Phone (870) 830-6699
Email Address: rtyler@pccua.edu
Office Hours: 1:00 – 3:30 Monday-Tuesday
Stuttgart 1:00 – 3:30 Wednesday-Thursday DeWitt

COURSE DESCRIPTION: This course explores the integration of drawing, painting and design as expressed in illustrative compositions. Emphasis is on conceptual development and the application of various media and techniques examined through various contemporary illustrators. Students are assigned a variety of projects with realistic limitations. Assignments may include fairy tales, fables, book illustration, trade publishing, non-fiction, and editorial assignments.

COURSE GOALS: To have the learner demonstrate his knowledge of two dimensional drawing concepts and principles and their application to projects and demonstrate the design principles.

INSTRUCTIONAL OBJECTIVES & MEASURES: The students will demonstrate his knowledge of two dimensional drawing concepts and principles and their application to projects that demonstrate the design principles.

PCCUA CORE COMPETENCIES: The six PCCUA core competencies are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

STUDENT LEARNING OUTCOMES:
As a result of the study of courses in the Division of Applied Technology, Graphic Communications program, the students will be able to demonstrate the following core competencies:

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>The learner will be able to communicate in verbal and non-verbal form by tests and projects that reflect the courses goals. Students will demonstrate the ability to communicate effectively in their chosen discipline using visual and oral media.</td>
</tr>
<tr>
<td>Cultural Awareness</td>
<td>The learner will understand the diversity of groups through class projects and research of course development in other areas. Students will acknowledge the diversity of groups and demonstrate toward ideas from others.</td>
</tr>
<tr>
<td>Social and Civic Responsibility</td>
<td>The learner will interact within the community and within class groups to develop responsible actions. Students will demonstrate knowledge of ethics and legal issues.</td>
</tr>
<tr>
<td>Competency</td>
<td>Student Learning Outcome</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>Students will apply knowledge of principles of design to drawings</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>Students will apply knowledge of principles of design to drawings</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical Skills</td>
<td>Students will recognize the elements of illustration and apply them to drawings</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical Skills</td>
<td>Students will demonstrate his knowledge of communicating in ink</td>
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<td></td>
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</tr>
<tr>
<td>Technical Skills</td>
<td>Students will demonstrate his knowledge of contour line</td>
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</tbody>
</table>

**TEXT AND READING MATERIALS:** None required. Handouts will be made available.

**MATERIALS REQUIRED:** Portfolio folder, Sketch pad, assortment of pencils, pens and erasers.

**GRADING POLICY – Rubric for Class will be provided**

**Grades:** There will be two (2) scheduled tests during the semester.

I. Exceptional. Conceptualization, hand skills and visual skills are all close to a professional level. Concepts presented in class are used as a base for advanced exploration.

J. Above Average. Responses adhere to requirements of assignments, exhibit an understanding of the concepts presented. Solutions are unique, noteworthy and beyond competent. Hand and presentation skills are advanced.

K. Average. Student understands requirements of the assignment and is able to present an adequate solution with proper execution.
L. Below Average. Student exhibits little understanding of the requirements of the assignment. May indicate below average conceptual skills, hand skills, or presentation skills.
F. Failure. Student exhibits no understanding of the requirements of the assignment.

Concerning grades: Judged by these qualities

1. Accuracy
2. Craftsmanship
3. Control
4. Contrast
5. Composition

*The instructor has the right to make changes in the grade requirements and their weights in determining the final grade.

MISSING OR LATE ASSIGNMENTS AND EXAMS – Unless otherwise reviewed with instructor, all assignments must be completed in a timely fashion. Late assignments may not be accepted.

CLASS ATTENDANCE POLICY CLASS ATTENDANCE - Attendance and discussions are mandatory to complete this course. Students are expected to attend all classes regularly and punctually. Two (2) excused absences are allowed and two (2) unexcused. It is the student’s responsibility to know and comply with the instructor’s policy and to contact the instructor to make up missed work. The instructor will warn a student when in danger of becoming excessively absent by sending a warning notice to the Advisement Center. The student can be contacted by an advisor. If the student is absent more times than three (3) times, the instructor will lower the grade for each absence. To receive an EW the student must have contacted the instructor and give explanation of inability to continue. This is a Cooperative Learning course and the work done on projects requires full class participation in some form.

Punctuality is expected. Classes will begin at the time designated by the college. Students not in the classroom at this time will be considered absent.

3. You are responsible for making up any assignment missed during absence. An absence does not release you from your assignment or their deadlines.
4. If you know of an impending absence, please contact the instructor by one of the following means:
   Phone 870-673-4201, ext. 1827 – EMAIL: rtyler@pccua.edu

*Exceptions to the attendance rules may be based on individual circumstances and the instructor’s assessment of the student’s ability to finish course requirements. The final decision concerning absences is left to the instructor’s discretion. A student’s attendance may directly affect their grade in this course.
COURSE EVALUATION & ASSESSMENT – Grading will be based on homework, lab assignments, and exams. All assignments will hold equal weight in the grading criteria. A survey will be provided to each student at the end of the class.

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General Topics to be covered:

1. Line
2. Texture, Contrast
3. Value, Light
4. Contour, Color
5. Illustration History and employment

The syllabus and the policies, guidelines, and dates included are subject to change at the instructor’s discretion.

This course explores the integration of drawing, painting and design as expressed in illustrative compositions. Emphasis is on conceptual development and the application of various media and techniques examined through various contemporary illustrators.

**WEEK 1 - Presentation of syllabus, Sketchbook and Portfolio overviews.**

Exercises and shapes, Simple drawings

Handout – Media and its uses, Introduction

Media - Crayon

Sketchbook – Collections – different things you collect

**WEEK 2 – History and Techniques**

Media - Pencil and Ink techniques

Handout – Camera Lucida

Sketchbook – Fruits & Vegetables (same drawing in both media)

**WEEK 3 – Elements – Points and Lines**

Basic elements of all drawings-Visual effect are defined by size, position, and environment.

- Calmness/Tension
- Lightness/Density
- Straight/Curved

Handout – Principles of Design

Media – Ink, pen and brush. Use of Velum, Tracing and finding line

Sketchbook – Flowers – show visual effect

**WEEK 4 – Contour**

A contour can be a closed line an open line, line fragments collection of points. Nature does not know lines. Contours are an abstract concept. A contour describes a form that can be recognized as a symbol for a specific object. Render the internal structure (of the visible surface) of the object Internal contours strengthen the outline single lines for internal contours structuring compounds of lines

Media – Colored Pencil - Ink

Sketchbook – Animals (rendered and in contour)

**WEEK 5 – Creative Lettering**

Handout Illumination
Media – Color Ink – Brush Velum

Sketchbook – Letter (illumination style)

**WEEK 6 - Light and Shadow**

Shadow and light create illusion of space! Hatching and Stippling/Blending/Erasing (for highlights)/Hybrid techniques

Media - Marker

Sketchbook – People (faces) in different shadow techniques

**WEEK 7 - Space and Perspective**

Creating space: arrangement of lines or contours orientation and size of objects constructed perspective

Media – Acetate overlay

Sketchbook – People – in action

**WEEK 8 – Illusion and Gestalt Theory**

“The whole is more than the sum of its parts” Gestalt Theory - Rule of Simplicity Simplest things will be perceived first. Simplifying / leaving away makes forms clearer too much details impede the direct perception of the essential form

Media – Your choice

**Sketchbook – Fashion – Clothing or Jewelry**

**WEEK 9 – Texture/Color**

Stippling Stipple – (stĭp’əl) -To draw, engrave or paint in dots or short strokes Hatching Hatch– (hăch) To shade by drawing or etching fine parallel or crossed lines Object Space Hatching Apply hatching patterns directly to the 3D geometry Introduced the concept of stroke textures• Allow resolution dependent rendering. Emphasizes tone and texture• Preserved across resolutions Ensures shadowed areas are shaded consistently with light position, surface orientation, Prioritized Stroke Textures Precompute a texture covered by many strokes To render• Use several textures, each with an associated priority

Handout – Color

Media – Pencil – Ink – Illustration Board

Sketchbook - Comic Book – in storyboard format rough

**WEEK 10 – Target Images and Direction Fields**

Render from high to low priority until the appropriate level of grey is achieved Grey-scale target image • Allows interactively changing the shading (tone) Direction field • Interactively modifiable • Used to apply the hatching texture Silhouettes An “outline” or sketch of the object • (a.k.a. contour, edge line) Used extensively in art and illustration, the outline is an important shape descriptor

Media – Your choice – Illustration Board
Sketchbook – Comic Book – 1 scene well rendered

**WEEK 11 – Fables - Tone Shading**

Tones vary, but not luminance clearly shows highlights and edge lines illustrating the shape of an isosurface of a three-dimensional distance field with curvature color coding

Media – Your choice – Illustration Board

Sketchbook – Fable – Rough

**WEEK 12 - Storybook**

Media – Your choice – Illustration Board

Sketchbook – Storybook Rough

**WEEK 13 – Details**

Working on final drawings in various media

**WEEK 14 – Mating and presentation**

Sketchbook – Any object or person rendered in detail that shows your style

**WEEK 15 – FINAL PRESENTATION**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points Possible</th>
<th>Grade Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Collections – different things you collect</td>
<td>5 each - 15</td>
<td></td>
</tr>
<tr>
<td>2. Fruits and Vegetables (use technique)</td>
<td>5 each - 15</td>
<td></td>
</tr>
<tr>
<td>3. Flowers Show visual effect</td>
<td>5 each - 15</td>
<td></td>
</tr>
<tr>
<td>4. Animals (rendered and in contour)</td>
<td>5 each - 15</td>
<td></td>
</tr>
<tr>
<td>5. Letter (illumination style)</td>
<td>5 each - 15</td>
<td></td>
</tr>
<tr>
<td>6. People – Faces in different shadow techniques</td>
<td>5 each - 15</td>
<td></td>
</tr>
<tr>
<td>7. People – in action</td>
<td>5 each - 15</td>
<td></td>
</tr>
<tr>
<td>8. Fashion – Clothing or Jewelry</td>
<td>5 each - 15</td>
<td></td>
</tr>
<tr>
<td>9. Comic Book – in storyboard format rough</td>
<td>5 each - 15</td>
<td></td>
</tr>
<tr>
<td>10. Comic Book – 1 scene well rendered</td>
<td>5 each - 15</td>
<td></td>
</tr>
<tr>
<td>11. Fable rough</td>
<td>5 each - 25</td>
<td></td>
</tr>
<tr>
<td>12. Storybook rough</td>
<td>5 each - 15</td>
<td></td>
</tr>
<tr>
<td>13. Any object or person rendered in detail that shows your style</td>
<td>5 each - 20</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Extra Credit</td>
<td>100</td>
</tr>
<tr>
<td>---</td>
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<td>-----</td>
</tr>
<tr>
<td><strong>Total Possible Points</strong></td>
<td>300</td>
<td></td>
</tr>
</tbody>
</table>
SYLLABUS RECEIPT

☐ I understand the attendance policy as explained in this document and am aware that I am responsible for making up assignments and learning the material missed during my absence. An absence does not release me from submitting my assignments on the due date.

☐ I have read and understand the content of this syllabus provided by my instructor.

☐ I have read and understand the Internet usage police and agree to its proper usage.

☐ I have read and understand the use of equipment. I understand that using equipment in the class poses potential risk of serious injury and agree to use all equipment in a safe manner.

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I am at least 18 years of age and competent to sign this release. I have read this release before signing. I understand its content, and I freely accept the terms.

NAME ________________________________________________________

DATE ____________________________

INSTRUCTOR _____Randi RauhTyler__________

DATE ____________________________________________
Course Name: Digital Photography  
Course Number: PR-164-530 Digital Photo I  
Semester and Year: Spring 2013  
Meeting Time & Place: Monday 06:00PM - 09:50PM WMTC  
Prerequisites: none  
Required Laboratories: lab & lecture combined  
Credit Hours: 4  
Revision Date: 1/5/13  

**INSTRUCTOR INFORMATION:**  
Instructor: Randi RauhTyler  
Office Location: WMTC  
Office Phone #: (870)673-4201, ext. 1827  
Cell Phone (870) 830-6699  
Email Address: rtyler@pccua.edu  
Office Hours: 1:00 – 3:30 Monday-Tuesday Stuttgart  
1:00 – 3:30 Wednesday-Thursday DeWitt

**COURSE DESCRIPTION**  
An introduction to the basic concepts of digital photography and preparing the images for print through applied studio problems. Electronic image display has resulted in a tremendous demand for photographers with skills in digital and related areas. With the acceptable image quality and the other advantages of digital photography (particularly the time pressures of vital importance to daily newspapers) the majority of professional news photographers have begun capturing their images with digital cameras.

**COURSE GOALS**  
The purpose of the course is to teach the students about the digital imaging processes, preparation and its impact on the graphics communications industry. Students have the opportunity to become proficient with a wide variety of new media, including software, web development, and multimedia production.

**INSTRUCTIONAL OBJECTIVES & MEASURES**  
The students will learn how to operate a digital camera, manipulate images in various software, print and the use of web applications in relation to digital images.

**TEXT AND MATERIALS:**  
Welcome to Digital Photography”, 2nd Edition by Reifman from Labyrinth publishers. ISBN: 978-1-59136-175-6. Other reference material may be consulted for research as needed. The use of a card reader or memory stick is essential. A memory stick of no less than 1 G is preferred and is the student responsibility. CD RW is another option. Your camera’s card is only good for about 5 pictures. Download your pictures to a Flash Drive or CD, DO NOT store them on the computer in class. Batteries for your camera may also become necessary; these are only provided for school cameras. Check your camera and do not leave it in the ON mode when not taking a photo.  

**IMPORTANT:** A camera will be assigned to the student and is the responsibility of that student to keep in the box and all peripherals brought to class. Do not store camera in trunks or where the camera can become too hot or damp. Damage or loss of the camera will require you the student to replace or repair. Failure to return the camera in the condition you received it will result in failure of the course. This will go on your transcript and affect your GPA.
**PCCUA CORE COMPETENCIES** are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students. The division of Applied Technology & Workforce Development perceives these competencies as:

<table>
<thead>
<tr>
<th>PCCUA Core Competency</th>
<th>Student Learning Outcome</th>
<th>Assessment Method/Measurement</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social and Civic Responsibility</td>
<td>3. Students will develop ability to make critical assessments of problems and successes in photography.</td>
<td>Rubric</td>
<td>70% of the students will score 70% or higher</td>
</tr>
<tr>
<td>Technology Utilization</td>
<td>8. Students will demonstrate basic skills in photo manipulation software.</td>
<td>Rubric</td>
<td>70% of the students will score 70% or higher</td>
</tr>
<tr>
<td>Technology Utilization</td>
<td>9. Students will demonstrate basic skills in the use of the digital camera.</td>
<td>Rubric</td>
<td>70% of the students will score 70% or higher</td>
</tr>
</tbody>
</table>

**GRADING POLICY** - Grading will be based on homework, lab assignments, and exams. All assignments will hold equal weights in the grading criteria. Concerning Project grades judged by these qualities

Design fundamentals – Presentation – Accuracy

**Grades:**

A. **Exceptional** - Conceptualization, hand skills and visual skills are all close to a professional level. Concepts presented in class are used as a base for advanced exploration.

B. **Above Average** - Responses adhere to requirements of assignments, exhibit an understanding of the concepts presented. Solutions are unique, noteworthy and beyond competent. Hand and presentation skills are advanced.

C. **Average** - Student understands requirements of the assignment and is able to present an adequate solution with proper execution.

D. **Below Average** - Student exhibits little understanding of the requirements of the assignment, may indicate below average conceptual skills, hand skills, or presentation skills.

F. **Failure** - Student exhibits no understanding of the requirements of the assignment.

*The instructor has the right to make changes in the grade requirements and their weights in determining the final grade.

**COURSE EVALUATION & ASSESSMENT** – A survey will be provided to each student at the end of the class. A Rubric will be available for self assessment.

**MISSED OR LATE ASSIGNMENTS AND EXAMS** – Unless otherwise reviewed with instructor, all assignments must be completed in a timely fashion. Late assignments may not be accepted.

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Digital Photography Overview
Learning the camera and its uses
Software and Printing
Formatting pictures
Use of a tripod/monopod
Product Shots
Creating a portfolio
ASSIGNMENTS:

(Each assignment requires at least 2 different pictures; these then become your portfolio)

1. 5 Digital pictures (no special requirements)
2. Diagram of your camera and its operations
3. Show pictures using techniques in the lessons –
   a. Simple Lessons – Details
   b. Simple Lessons – Angles
   c. Simple Lessons - Rule of 3rds
   d. Simple Lessons – Foregrounds
   e. Composition – Point of Interest
   f. Composition – Simplicity
   g. Composition – Contrast
   h. Composition – Balance
   i. Composition – Framing
   j. Composition – Direction of Movement
4. Crop a picture for techniques
5. Show pictures showing various lighting
6. Save 2 images in 3 different formats
7. Practice different types of shots Landscape, Portrait, Close up
8. Software - Manipulate 3 different pictures
9. Portrait - Use a tripod, light pictures uniquely
10. Web Images - Frame pictures and create Thumbnails – linking thumbnails to larger images
11. Black & White pictures Digitally
12. Using software create Black & White image

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EACH ASSIGNMENT REQUIRES A SELECTION OF 5 SHOTS, One of which will become part of the portfolio.
HOMEWORK ASSIGNMENTS COUNT 25% of Grade.
WEEK 1 – Digital Photography - Presentation of syllabus- Project overviews-Camera Assignment
Reading: Lesson 1
Handouts Week 1 handout - History.
Power Points – History
Assignment – Review Questions at end of chapter
Homework – Diagram of your camera and its operations

WEEK 2 –Digital Cameras
Reading: Lesson 9
Handouts Week 2 handout – Digital Cameras.
Power Points – Digital Cameras
Assignment – Review Questions at end of chapter
Homework –Bring 5 Digital pictures to transfer

WEEK 3 – Taking Pictures
Reading: Lesson 2
Handouts Week 3 handout – Learning to take Pictures
Power Points – Learning to take Pictures
Assignment Review questions at end of chapter
Homework – Review Lesson 3 on Memory Cards

WEEK 4 – Composition and Depth of Field
Reading: Lesson 4
Handouts Week 4 handout – Composition.
Power Points – Composition
Assignment – show pictures using rule of 3rds
Homework – Skill Builder 4.1

WEEK 5 - Simple Lessons
Reading: Lesson 5
Handouts Week 5 handout – Simple Lessons.
Power Points – Simple Lessons
Assignment show pictures using techniques in the lessons
Homework – Crop a picture for techniques

WEEK 6 – Lighting
Reading: Lesson 6
Handouts Week 6 handout – Lighting. Resolution
Power Points – Lighting
Assignment show pictures showing various lighting
Homework - Review questions at end of chapter

WEEK 7 – Color
Reading: Lesson 7
Handouts Week 7 handout – Color.
Power Points – Color
Homework – Save 2 images in 3 different formats Review questions at end of chapter

WEEK 8 – MID TERM - TEST
Handouts Week 8 handout – How to get the Shot.
Power Points – How to get the Shot
Assignment – Practice different types of shots
Homework = Landscape, Portrait, Product Shots

WEEK 9 –Software
Assignment – Manipulate 3 different pictures
Homework – LEARN YOUR SOFTWARE

WEEK 10 – Portraits
Assignment Tripods, Lights
Homework – Use a tripod, light pictures uniquely

WEEK 11 - Landscapes
Assignment – 4 different landscapes
Homework – light 1 landscape 4 different ways

WEEK 12 – Web Images
Reading: Lesson 8
Assignment – Frame pictures and create Thumbnails
Homework – linking thumbnails to larger images for the web. Review questions at end of chapter

WEEK 13 – Black & White
Assignment – Create Black & White pictures digitally
Homework – Using software create Black & White image

WEEK 14 – Printing for Portfolio
Assignment – Print a portfolio

WEEK 15 – FINAL PRESENTATION
Assignment – Final TEST

The syllabus and the policies, guidelines, and dates included are subject to change at the instructor’s discretion.
I understand the attendance policy as explained in this document and am aware that I am responsible for making up assignments and learning the material missed during my absence. An absence does not release me from submitting my assignments on the due date.

I have read and understand the content of this syllabus provided by my instructor.

I have read and understand the Internet usage police and agree to its proper usage.

I have read and understand the use of equipment. I understand that using equipment in the class poses potential risk of serious injury and agree to use all equipment in a safe manner.

I have read and understand that a camera will be assigned to me and it is my responsibility. I understand that if I fail to bring the camera with the box and all peripherals to class I will lose a letter grade each class. I will not store camera in trunks or where the camera can become too hot or damp.

I understand that damage or loss of the camera will require me to replace or repair. Failure to return the camera in the condition you received it will result in failure of the course. This will go on your transcript and affect your GPA.

I grant permission to Phillips Community College of the University of Arkansas, its employees and agents, to take and use visual/audio images of me. Visual/audio images are any type of recording, including photographs, digital images, drawings, renderings, voices, sounds, video recordings, audio clips or accompanying written descriptions. PCCUA will not materially alter the original images. I agree that PCCUA owns the images and all rights related to them. The images may be used in any manner or media without notifying me, such as university sponsored web sites, publications, promotions, broadcasts, advertisements, posters and theater slides, as well as for non-university uses. I waive any right to inspect or approve the finished images or any printed or electronic matter that may be used with them. I release PCCUA and its employees and agents, including any firm authorized to publish and/or distribute a finished product containing the images, from any claims, damages or liability which I may ever have in connection with the taking of use of the images or printed material used with the images.

I am at least 18 years of age and competent to sign this release. I have read this release before signing. I understand its content, and I freely accept the terms.

NAME ________________________________________________________

DATE ____________________________________________

Camera Serial # ____________________________________________

_____ Returned ______ NOT RETURNED

_____________________________________________________Missing Parts

INSTRUCTOR _____ Randi RauhTyler__________

DATE ____________________________________________
**Course Name:** Two Dimensional Design  
**Course Number:** PR 224  
**Semester and Year:** Spring, 2013  
**Meeting Time & Place:** 8:00 a.m. - 9:50 a.m.  
M W, T & I 124 & 125  
**Prerequisites:** none  
**Required Laboratories:** none  
**Credit Hours:** 4  
**Clock Hours:** 3  
**Revision Date:** 11-01-2012

**INSTRUCTOR INFORMATION:**  
**Instructor:** Vicki Cobb  
**Office Location:** T & I 107  
**Office Phone #:** (870)-6474, ext. 1121  
**Email Address:** vcobb@pccua.edu  
**Office Hours:** MWTH 1:00 – 4:00 (or by appointment)

**COURSE DESCRIPTION**  
The basic art elements: color theory and two dimensional composition; applied studio problems.  
Concentration on 2 D imaging creation is the focus of this course. Students use raster, vector, and layout programs to create original work.

**COURSE GOALS**  
The students will demonstrate the design fundamentals which will encourage them to be creative in the processes involved in producing art work for use in different medium.

**INSTRUCTIONAL OBJECTIVES & MEASURES**  
1. The students will demonstrate his knowledge of two dimensional design concepts through design projects  
2. Students will explore the art elements and their relationship to the design principles.  
3. The student will explore the design process as related to visual communication problems.  
   Project assessment will be pre and posttests, individual and class critiques and instructor rubric.

**PCCUA CORE COMPETENCIES**  
The six PCCUA core competencies are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

1. **Critical Thinking**  
   **Division Goal:** Students will demonstrate ability to identify, analyze, and remediate problems critical to their chosen discipline.  
   **Student Learning Outcomes:**  
   1. Recognize the elements of art and apply the principles of design to each assignment.  
      Assessment Method: Class projects  
      Tool: Rubric evaluation  
      Criteria: 80% of the students will demonstrate knowledge of various design principles by scoring 80% or higher on the project instructor evaluation

2. **Communication**  
   **Division Goal:** Students will demonstrate the ability to communicate effectively in their chosen discipline using visual and oral media.  
   **Student Learning Outcomes:**
1. Demonstration of ability to work with the design principles to effectively use art elements and fonts to communicate messages in design projects.
   Assessment Method: Written tests and classroom discussions
   Tool: Instructor evaluation

2. Acquire awareness to color symbolism in different cultures.
   Assessment Method: Written test
   Tool: Instructor Evaluation

Criteria: 80% of the students will demonstrate effective visual communication skills by scoring 80% or higher on the project instructor evaluation.

3 **Social and Civic Responsibility**
   **Division Goal:** Students will demonstrate knowledge of ethics and legal issues appropriate to their chosen discipline.
   **Student Learning Outcomes:**
   1. Students will understand the major legal issues appropriate to the graphic design industry.
      Assessment Method: Classroom discussion
      Tool: Instructor evaluation
   Criteria: 80% of the students will demonstrate knowledge of major legal and ethical issues in the graphics industry by scoring 80% on projects

4 **Cultural Awareness**
   **Division Goal:** Students will acknowledge the diversity of groups and demonstrate toward ideas from others.
   **Student Learning Outcomes:**
   1. Learning to use design principles in an objective, non-offensive approach to sensitive cultural issues.
      Assessment Method: Class projects
      Tool: Instructor evaluation
   2. Acquire awareness to color symbolism in different cultures.
      Assessment Method: Written test
      Tool: Instructor Evaluation

Criteria: 80% of the students will demonstrate awareness of group diversity and tolerance for the ideas of others by scoring 80% on participation in classroom discussions.

5 **Mathematical Reasoning**
   **Division Goal:** Students will demonstrate ability to perform computations appropriate to their chosen discipline.
   **Student Learning Outcomes:**
   1. Prepare projects using specific metric measurements to each assignment.
      Assessment Method: Class projects
      Tool: Instructor evaluation

Criteria: 80% of the students will demonstrate ability to use mathematical computations used in various design methods by scoring 80% or higher on the written exams instructor evaluation.

6 **Technology Utilization**
   **Division Goal:** Students will demonstrate ability to perform technical operations to their chosen discipline.
   **Student Learning Outcomes:**
   1. Generate creative projects using traditional and computer tools and software.
      Assessment Method: Class Projects
Tool: Rubric Evaluation
Criteria: 80% of the students will demonstrate knowledge of technology in design principles by scoring 80% or higher in the class assignments Rubric evaluation.

In this course, we will assess the following core competencies:

<table>
<thead>
<tr>
<th>PCCUA Core Competency</th>
<th>Student Learning Outcome</th>
<th>Assessment Method/Measurement</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology Utilization</td>
<td>Students will recognize the elements of art and apply the principles of design to each assignment.</td>
<td>Class critiques</td>
<td>70% of the students will score 70% or higher</td>
</tr>
<tr>
<td>Technology Utilization</td>
<td>Generate creative projects in a clean and exact manner using traditional and computer tools and software.</td>
<td>Class critiques</td>
<td>70% of the students will score 70% or higher</td>
</tr>
<tr>
<td>Technology Utilization</td>
<td>Students will showcase their talents by producing a collection of their best work</td>
<td>Portfolio</td>
<td>70% of the students will score 70% or higher</td>
</tr>
</tbody>
</table>

TEXT AND READING MATERIALS:

GRADING POLICY
There will be two (2) scheduled tests during the semester. Homework and projects demonstrating principles of design and use of art elements will consist of readings, research for lab assignments, and a final portfolio, all of which will be graded for the midterm and final grading periods. Your assigned class projects will be submitted by each individual deadline. Your final grade will be the average of all of your homework, lab assignments, portfolio, and written tests within the midterm and final grading periods.

Grading Scale
100-90 = A
89-80 = B
79-70 = C
69-60 = D
Below 60 = F

ATTENDANCE POLICY
1. College attendance policies will be strictly adhered to. Students will be expected to attend each class regularly and on time.
2. Students and their advisors will receive a referral notice on the first, second and third absence.
3. On the third absence, the student will also be referred to the Student Success Coordinator.
4. Students will receive an EW after the fourth absence.
5. Punctuality is expected. Classes will begin at the time designated by the college. After class attendance has been taken, your arrival to class is considered an absence.
6. You are responsible for making up any assignment missed during your absence. An absence does not release you from your assignment or their deadlines.
7. There are no excused absences, unless the student misses class while engaged in approved college activities. It is the student’s responsibility to make up any missed work.
8. *If you know of an impending absence or tardy, please contact the instructor by one of the following means:

   Phone: 870-338-6474, ext. 1121
   E-Mail: vcobb@pccua.edu
*Exceptions to this attendance rule may be based on individual circumstances and the instructor’s assessment of the student’s ability to finish course requirements. The final decision concerning absences is left to the instructor’s discretion. A student’s attendance will directly affect their grade in this course.

**PARTICIPATION**

All students are expected to participate in all class activities. NO EXCEPTIONS.

**COURSE EVALUATION & ASSESSMENT**

I. Grading will be based on homework, lab assignments, portfolio and exams.
   All assignments will hold equal weights in the grading criteria.

II. Concerning Project grades
   Judged by these qualities
   1. Craftsmanship
   2. Control
   3. Contrast
   4. Composition
   *The instructor has the right to make changes in the grade requirements and their weights in determining the final grade.*

**MISSED OR LATE ASSIGNMENTS AND EXAMS**

Deadlines for each assignment are attainable if you attend class as required. Therefore, NO late work will be accepted. Projects that will be added to your portfolio will be submitted as your mid-term and final tests. Homework throughout the term will consist of assigned readings, workbook assignments, research for any of your design projects, and any unfinished class project. Your assigned projects will be submitted by each individual deadline and will be included in your midterm and final grades. Your final grade will be the average of your midterm and final grading periods.

**STUDENT RESPONSIBILITIES**

Punctuality is expected. Classes will begin at the time designated by the college. After class attendance has been taken, your arrival to class is considered an absence. **You are responsible for making up any assignment missed during your absence.** An absence does not release you from your assignment or their deadlines. All students are expected to complete all assignments. You will maintain a portfolio of your assignments completed throughout the course.

**ACADEMIC HONESTY POLICY**

*Phillips Community College of the University of Arkansas*

*Academic Misconduct Policy*

If a student discovers or attempts to discover the contents of an exam before the contents are revealed by the instructor, or obtains, uses, and/or attempts to supply to any person unauthorized material or devices, he/she will be subject to punishment for academic misconduct. The instructor has the responsibility for instructional activities of the course being taught, including the determination of cheating, plagiarism, or any other activity pertinent to the course or program function. Any student found guilty of an act of academic misconduct may be subject to either of the following penalties:

1. His/her grade in the course or on the examination affected by the misconduct may be reduced to any extent, including reduction to failure.
2. The student may be placed on probation or suspended from the college for a specific definite period.
In the case of repeated offenses, appropriate action up to and including permanent suspension from the college will be taken. The student may appeal either the finding of cheating or the penalty, or both, to the Student Relations Committee. Suspension and dismissal for academic reasons are not governed by the due process requirements of the Fourteenth Amendment; therefore, the disciplinary procedures do not apply.

LABORATORY PROCEDURES: (if applicable)

1. No food or drink allowed in the classroom and/or lab.
2. Absolutely no rude attitudes or behavior. Please refer to the student discipline policies.
3. Come in prepared and ready to work
4. No horseplay allowed under any circumstances!!
5. Cell phones must be turned to “silent” or “vibrate” mode while in class.
   NO EXCEPTIONS! No phone conversations or text messaging during class. No wireless headset devices allowed during class.
6. No personal cds and NO music devices are allowed in the lab.
7. All internet use must be approved by instructor. Please refer to the Internet Acceptable Usage Policy
8. The academic honesty policy must strictly be adhered to.

CAMPUS SUPPORT SERVICES
Phillips Community College of the University of Arkansas provides student support services that assist students in achieving their educational objective. Those services include advising, financial aid, counseling and guidance, and safety and security.

ADA POLICY:
Lynn Boone, the Vice Chancellor for Student Services, serves as the ADA Compliance Officer. If you reside in Arkansas County you may contact Vice Chancellor Carolyn Turner (DeWitt) or Dr. Susan Luebke (Stuttgart). The process of student referral under the Americans with Disabilities Act can be found in the Student Handbook.

FERPA POLICY
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INSURANCE
Phillips Community College of the University of Arkansas does not provide insurance for its students. The college does encourage each student to secure his/her own insurance, and for that reason, the college has contacted United Healthcare Student Resources. Forms for this insurance are available in the Registrar’s office.

ACTS
The Arkansas Course Transfer System (ACTS) contains information about the transferability of courses within Arkansas Public Colleges and universities. Students are guaranteed the transfer of applicable credits and the equitable treatment in the application of credits for the admission and degree requirements. Course transferability is not guaranteed for courses listed in ACTS as “No Comparable Course.” Additionally, courses with a “D” frequently do not transfer and institutional policies may vary. ACTS may be accessed on the Internet by going to the ADHE Website and selecting Course Transfer. http://acts.adhe.edu/secure/institutiontransferinfo.aspx

Tentative Course Outline:
I. Introduction to Course
   January first day
II. Explanation of Syllabus
   January first day
III. Introduction to art elements
   January first day
IV. Elements and projects
   a. Line
   b. Shape
   c. Texture
   d. Value
   e. Color
   January-April
V. Final Project - Due April 30, 2013

Tentative Assignment Deadlines

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>January 16</td>
</tr>
<tr>
<td>Line Project</td>
<td>January 23</td>
</tr>
<tr>
<td>Shape Project</td>
<td>February 6</td>
</tr>
<tr>
<td>Texture Project</td>
<td>February 20</td>
</tr>
<tr>
<td>Value Project</td>
<td>March 6</td>
</tr>
<tr>
<td>Color Project</td>
<td>March 28</td>
</tr>
<tr>
<td>Final Project</td>
<td>April 29</td>
</tr>
<tr>
<td>Post Test</td>
<td>April 29</td>
</tr>
</tbody>
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I have read and understand the content of this syllabus provided by my instructor. I agree that I will follow the policies within this syllabus.

I have read and understand the Internet usage police and agree to its proper usage.

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I am at least 18 years of age and competent to sign this release. I have read this release before signing. I understand its content, and I freely accept the terms.

NAME ________________________________________________________

Email_________________________________________________________
Course Name: Print Layout & Design
Course Number: PR-233-D30
Semester and Year: Spring 2013
Meeting Time & Place: Wednesday 06:00PM - 09:50PM DeWitt – D104
Prerequisites: None
Required Laboratories:
Credit Hours: 3 Clock Hours: 45
Revision Date: 1/5/13

INSTRUCTOR INFORMATION:
Instructor: Randi RauhTyler
Office Location: WMTC
Office Phone #: (870)673-4201, ext. 1827
Cell Phone (870) 830-6699
Email Address: rtyler@pccua.edu
Office Hours:
1:00 – 3:30 Monday-Tuesday Stuttgart
1:00 – 3:30 Wednesday-Thursday DeWitt

COURSE DESCRIPTION: The design and development of various types of layouts. Copy mark-up, styles in display, and principles of conventional and modern layouts covered.

COURSE GOALS: The students will learn how to do a layout, mark up copy and prepare the printed project for print using page design software.

INSTRUCTIONAL OBJECTIVES & MEASURES: The purpose of the course is to teach the students about the processes of getting the printed jobs to the press in the correct format. Printing Layout and Design is a course designed for any student seeking a degree or marketable job skills in graphic communications.

PCCUA CORE COMPETENCIES are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students. The division of Applied Technology & Workforce Development perceives these competencies as:

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<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology Utilization</td>
<td>Students will demonstrate basic skills in creating a printing layout</td>
<td>Rubric</td>
<td>70% of the students will score 70% or higher</td>
</tr>
<tr>
<td>Technology Utilization</td>
<td>Students will demonstrate basic skills in using page design software.</td>
<td>Rubric</td>
<td>70% of the students will score 70% or higher</td>
</tr>
</tbody>
</table>


Materials Required: Flash Drive or Recordable Disks
Grading Policy: Grading will be based on homework, lab assignments, and exams. All assignments will hold equal weights in the grading criteria. Concerning Project grades judged by these qualities

Design fundamentals – Presentation – Accuracy

Grades:

Exceptional-Conceptualization, hand skills and visual skills are all close to a professional level. Concepts presented in class are used as a base for advanced exploration.

Above Average-Responses adhere to requirements of assignments, exhibit an understanding of the concepts presented. Solutions are unique, noteworthy and beyond competent. Hand and presentation skills are advanced.

Average-Student understands requirements of the assignment and is able to present an adequate solution with proper execution.

Below Average-Student exhibits little understanding of the requirements of the assignment, may indicate below average conceptual skills, hand skills, or presentation skills.

Failure-Student exhibits no understanding of the requirements of the assignment.

*The instructor has the right to make changes in the grade requirements and their weights in determining the final grade.

COURSE EVALUATION & ASSESSMENT – A survey will be provided to each student at the end of the class. A Rubric will be available for self assessment.

MISSED OR LATE ASSIGNMENTS AND EXAMS – Unless otherwise reviewed with instructor, all assignments must be completed in a timely fashion. Late assignments may not be accepted. Due to requirements of software and printing availability extra lab time may not be available.

ACADEMIC INTEGRITY - Academic fraud and dishonesty including Cheating, Facilitating Dishonesty, Plagiarism and Test Tampering are regarded as offenses requiring disciplinary action.

STUDENT CONDUCT - An objective of PCCUA is to provide an opportunity for education to all of its students. It is important to define standards of conduct enabling students to work with faculty and staff in a positive manner. The student is responsible for compliance with regulations and policies that are in place at PCCUA. For more on discipline/policies see the Student Handbook Policies, Procedures section.

CLASS ATTENDANCE - Attendance and discussions are mandatory to complete this course. Students are expected to attend all classes regularly and punctually. Two (2) excused absences are allowed and two (2) unexcused. It is the student’s responsibility to know and comply with the instructor’s policy and to contact the instructor to make up missed work. The instructor will warn a student when in danger of becoming excessively absent by sending a warning notice to the Advisement Center. The student can be contacted by an advisor. If the student is absent more times than three (3) times, the instructor will lower the grade for each absence. To receive an EW the student must have contacted the instructor and give explanation of inability to continue.

LABORATORY PROCEDURES: Adult behavior is expected with respect to the equipment being used. If in doubt of proper use contact your instructor before using.
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General Topics to be Covered:

1. Design and Layout
2. Text and page composition
3. Color management
4. The use of Quark Express and InDesign for Layout

Course Outline

(note-some weeks will take longer and may lap over to the next week, which will cause some skills to be skipped if they are similar)

WEEK 1 - REVIEW – Presentation of syllabus, Project overviews.

Power Points – Design Process, Myths, Principles

Bergsland – Chapters 1, 2, 3 6 & 7 READ AND ANSWER 1 Review Question from each Chapter.

WEEK 2 - Measurement – Typography -Relief composition, Platform and software, Proofreading

Power Points – Type in a Document – Type in Print
**Miniskill #1** - Simple type

**Miniskill #6** - Word & Shadow (PSP) making a shadow using the Flip/Reflect tool.

**Bergsland** – Chapter 8, 9, 10, 11 & 12 **READ AND ANSWER** 1 Review Question from each Chapter.

**WEEK 3** - Introduction to Quark and InDesign

Design and Layout, Elements of Design, Layout Elements, Layout Methods

**Power Points** – What to Learn - Grids

**Miniskill #2** -- Pen tool - REQUIRED! A simple drawing with the Pen tool made into a simple document.

**Miniskill #3** -- Simple compositing (PSP) Compositing two scans.

**Handout** –

**Bergsland** – Chapter 4 Hardware needs. Chapter 5 Software needs **READ AND ANSWER** 1 Review Question from each Chapter.

**WEEK 4** – Images in Publishing

**Handout** –

Q 4 – Clipping

ID 3 – HeartSmart Newsletter

**Miniskill #8** -- Making a text wrap Producing a small product card

**WEEK 5** - Page composition Traditional paste-up/mechanicals Electronic page composition Digital image capture

**Power Points** – Ads in Graphics

**Bergsland** – Chapter 13 Forms, Rules, and Tables **READ AND ANSWER** 1 Review Question from each Chapter.

**Handout** – Navigation (also project steps Q5)

**Miniskill #7** -- Simple flyer for whacked-out lunatics. Formatting type to match a rough.

ID - 1 – Identity Package – Letterhead, business card, envelope

**WEEK 6** – Simple Posters & Postcards

**Skill #2** -- A simple halftone poster

**Skill #3** -- A simple halftone postcard

**Handout** – Sync Q6

ID - 7 – National Parks Info Pieces
WEEK 7

Miniskill #10 – Invitation Designing a simple formal invitation.

Skill #4 -- Ghosted POP display for pine needle mulch

ID 2 – Festival Poster

WEEK 8 – MID TERM TEST

Bergsland – Chapter 14 Paper 347 READ AND ANSWER 1 Review Question from each Chapter.

WEEK 9 - Color Science-Color wheel Principles of light Basic-criteria of light-Color management

Miniskill #9 – Bookmark Designing a bookmark for marketing purposes.

Skill #5 -- Door hanger for a gated community designing a door hanger to welcome new residents.

WEEK 10 – Styles for many uses

Handout – Styles

Miniskill #10 – Invitation Designing a simple formal invitation.

ID 5 – Realty Collateral Booklet

WEEK 11 – Folds and Perforations

Skill #7 -- 7"x8" folder with two 2" pockets Designing a simple folder and the artwork for the die cut.

Skill #9 -- Folding Business Card Designing a four-page folding business card.

Skill #10 -- Coupon sheet Building a coupon sheet with two perforated coupons.

WEEK 12 - Menus

Skill #8 -- Menu with leaders Two-page, full bleed, 5" by 16" menu on card stock -- work&turn, laminated.

ID 4 – Letterfold Catering Menu

WEEK 13 – Web Project Compliments

ID 6 – Versioned Product Brochure

Bergsland –15 Web design 367 16 Customer Relations 381

WEEK 14 - REVIEW

WEEK 15 - Final exam

Projects will count for 75% of grading.

Mid Term and Final Exam will count for 25% of grading.
IN DESIGN PROJECTS

ID 1 – Identity Package – Letterhead, business card, envelope

ID 2 – Festival Poster

ID 3 – HeartSmart Newsletter

ID 4 – Letterfold Catering Menu

ID 5 – Realty Collateral Booklet

ID 6 – Versioned Product Brochure

ID 7 – National Parks Info Pieces

Miniskill #1 -- Simple type A very simple procedural exam to teach you how to send in exams for grading.

Miniskill #2 -- Pen tool - REQUIRED! 15 points A simple drawing with the Pen tool made into a simple document.

Miniskill #3 -- Simple compositing (Photoshop) Compositing two scans.

Miniskill #6 -- Word & Shadow (FreeHand/Illustrator) Making a shadow using the Flip/Reflect tool.

Miniskill #7 -- Simple flyer for whacked-out lunatics Formatting type to match a rough.

Miniskill #8 -- Making a text wrap Producing a small product card.

Miniskill #9 -- Bookmark Designing a bookmark for marketing purposes.

Miniskill #10 -- Invitation Designing a simple formal invitation.

Skill #2 -- A simple halftone poster a simple little poster with a halftone.

Skill #3 -- A simple halftone postcard taking a given image and making a simple postcard.

Skill #4 -- Ghosted POP display for pine needle mulch a full bleed poster display selling bags of pine needle mulch with ghosted background.

Skill #5 -- Door hanger for a gated community Designing a door hanger to welcome new residents.

Skill #7 -- 7"x8" folder with two 2" pockets Designing a simple folder and the artwork for the die cut.

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☐ I have read and understand the Internet usage police and agree to its proper usage.

☐ I have read and understand the use of equipment. I understand that using equipment in the class poses potential risk of serious injury and agree to use all equipment in a safe manner.

☐ I grant permission to Phillips Community College of the University of Arkansas, its employees and agents, to take and use visual/audio images of me. Visual/audio images are any type of recording, including photographs, digital images, drawings, renderings, voices, sounds, video recordings, audio clips or accompanying written descriptions. PCCUA will not materially alter the original images. I agree that PCCUA owns the images and all rights related to them. The images may be used in any manner or media without notifying me, such as university sponsored web sites, publications, promotions, broadcasts, advertisements, posters and theater slides, as well as for non-university uses. I waive any right to inspect or approve the finished images or any printed or electronic matter that may be used with them. I release PCCUA and its employees and agents, including any firm authorized to publish and/or distribute a finished product containing the images, from any claims, damages or liability which I may ever have in connection with the taking of use of the images or printed material used with the images.

I am at least 18 years of age and competent to sign this release. I have read this release before signing. I understand its content, and I freely accept the terms.

NAME ________________________________

DATE ________________________________

INSTRUCTOR _____Randi RauhTyler_____

DATE ____________________________________
Course Name: Computer Graphics

Course Number: PR-274-D30

Semester and Year: FALL, 2012
Meeting Time & Place: Wednesday
06:00PM - 08:50PM DeWitt – D104

Prerequisites: None

Required Laboratories: none

Credit Hours: 4 - Clock Hours: 60
Revision Date: 8/8/12

COURSE DESCRIPTION

Students will use graphic software as tools to create various projects emphasizing different design and production capabilities. Using software such as Adobe Photoshop, Image Ready, Corel Paint Shop Pro, Strata, Poser and Illustrator, students will learn the basics of scanning, manipulation of digital images and creation of vector based artwork.

COURSE GOALS

The students will demonstrate how to apply imaging techniques using the PC computer format to photographs and the basic shapes of life. The primary concern will be to produce a printable image using the computer software.

INSTRUCTIONAL OBJECTIVES & MEASURES

The students will learn about the implementation of imaging techniques using computer graphics software.

PCCUA CORE COMPETENCIES

The six PCCUA core competencies are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

INSTRUCTOR INFORMATION:
Instructor: Randi RauhTyler
Office Location: WMTC
Office Phone #: (870)673-4201, ext. 1827
Cell Phone (870) 830-6699
Email Address: rtyler@pccua.edu
Office Hours: 1:00 – 3:30 Monday-Tuesday Stuttgart
1:00 – 3:30 Wednesday-Thursday DeWitt
## STUDENT LEARNING OUTCOMES:

As a result of the study of courses in the Division of Applied Technology, Graphic Communications program, the students will be able to demonstrate the following core competencies:

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>The learner will be able to communicate in verbal and non-verbal form by tests and projects that reflect the courses goals. Students will demonstrate the ability to communicate effectively in their chosen discipline using visual and oral media.</td>
</tr>
<tr>
<td>Cultural Awareness</td>
<td>The learner will understand the diversity of groups through class projects and research of course development in other areas. Students will acknowledge the diversity of groups and demonstrate toward ideas from others.</td>
</tr>
<tr>
<td>Social and Civic</td>
<td>The learner will interact within the community and within class groups to develop responsible actions. Students will demonstrate knowledge of ethics and legal issues appropriate to their chosen discipline.</td>
</tr>
<tr>
<td>Responsibility</td>
<td></td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>The learner will evaluate data and predict outcomes within the course to expand the ability to analyze projects. Students will demonstrate ability to identify, analyze, and remediate problems critical to their chosen discipline.</td>
</tr>
<tr>
<td>Mathematical Reasoning</td>
<td>The learner will use strategies to solve problems within course projects and measure results. Students will demonstrate ability to perform computations appropriate to their chosen discipline.</td>
</tr>
<tr>
<td>Technology Utilization</td>
<td>The learner will use the basic tools and learn advanced technology to achieve the course objectives. Students will demonstrate ability to perform technical operations to their chosen discipline.</td>
</tr>
</tbody>
</table>

The following are the Student Learning Outcomes developed for this specific course.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Student Learning Outcome</th>
<th>Assessment Method/Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology Utilization</td>
<td>Students will demonstrate basic skills in Photoshop, Illustrator, and InDesign.</td>
<td>Rubric - Portfolio</td>
</tr>
<tr>
<td></td>
<td></td>
<td>70% of the students will score 70% or higher</td>
</tr>
</tbody>
</table>

**TEXT AND READING MATERIALS:** None required. Handouts will be made available. The Art of 3d Computer Animation and effects, Kerlow, Wiley ISBN 0-471-43036-6

**MATERIALS REQUIRED:** Portfolio folder or binder – Flash Drive at least 1G for class work

**GRADING POLICY**
Grading will be based on all projects, including the final. Grades will be judged by these qualities as stated in the rubric:

- Rough Draft
- Content Attractiveness
- Graphics - Originality
- Graphics - Relevance
- Graphics - Clarity
- Design Quality of Construction
- Labels
- Required Elements
- Time and Effort

Grades: There will be two (2) scheduled tests during the semester.

M. Exceptional. Conceptualization, hand skills and visual skills are all close to a professional level. Concepts presented in class are used as a base for advanced exploration.

N. Above Average. Responses adhere to requirements of assignments, exhibit an understanding of the concepts presented. Solutions are unique, noteworthy and beyond competent. Hand and presentation skills are advanced.

O. Average. Student understands requirements of the assignment and is able to present an adequate solution with proper execution.

P. Below Average. Student exhibits little understanding of the requirements of the assignment. May indicate below average conceptual skills, hand skills, or presentation skills.

F. Failure. Student exhibits no understanding of the requirements of the assignment.

Plagiarism: Solutions to assignments you submit will be your own work. Copywriter infringement and theft of an image, idea, song or slogan is included. A student who is discovered to have plagiarized another's work will immediately receive a grade of F for the course, and a recommendation for disciplinary action will be forwarded to the Dean of Students.

*The instructor has the right to make changes in the grade requirements and their weights in determining the final grade.

MISSED OR LATE ASSIGNMENTS AND EXAMS – Unless otherwise reviewed with instructor, all assignments must be completed in a timely fashion. Late assignments may not be accepted.

CLASS ATTENDANCE POLICY CLASS ATTENDANCE - Attendance and discussions are mandatory to complete this course. Students are expected to attend all classes regularly and punctually. Two (2) excused absences are allowed and two (2) unexcused. It is the student’s responsibility to know and comply with the instructor’s policy and to contact the instructor to make up missed work. The instructor will warn a student when in danger of becoming excessively absent by sending a warning notice to the Advisement Center. The student can be contacted by an advisor. If the student is absent more times than three (3) times, the instructor will lower the grade for each absence. To receive an EW the student must have contacted the instructor and give explanation of inability to continue.

Punctuality is expected. Classes will begin at the time designated by the college. Students not in the classroom at this time will be considered absent.
You are responsible for making up any assignment missed during absence. An absence does not release you from your assignment or their deadlines. If you know of an impending absence, please contact the instructor by one of the following means:

Phone 870-673-4201, ext. 1827 – EMAIL: rtyler@pccua.edu

*Exceptions to the attendance rules may be based on individual circumstances and the instructor’s assessment of the student’s ability to finish course requirements. The final decision concerning absences is left to the instructor’s discretion. A student’s attendance may directly affect their grade in this course.

**COURSE EVALUATION & ASSESSMENT** – Grading will be based on homework, lab assignments, and exams. All assignments will hold equal weight in the grading criteria. A survey will be provided to each student at the end of the class.

**ACADEMIC INTEGRITY** - Academic fraud and dishonesty including Cheating, Facilitating Dishonesty, Plagiarism and Test Tampering are regarded as offenses requiring disciplinary action.

**STUDENT CONDUCT** - An objective of PCCUA is to provide an opportunity for education to all of its students. It is important to define standards of conduct enabling students to work with faculty and staff in a positive manner. The student is responsible for compliance with regulations and policies that are in place at PCCUA. For more on discipline/policies see the Student Handbook Policies, Procedures section.

**LABORATORY PROCEDURES**: Responsible adult behavior is expected with respect to the equipment being used. If in doubt of proper use contact your instructor before using.

**CAMPUS SUPPORT SERVICES**: Phillips Community College of the University of Arkansas provides student support services that assist students in achieving their educational objective. Those services include advising, financial aid, counseling and guidance, and safety and security.

**ADA POLICY**: Lynn Boone, the Vice Chancellor for Student Services, serves as the ADA Compliance Officer. If you reside in Arkansas County you may contact Vice Chancellor Carolyn Turner (DeWitt) or Dr. Susan Luebke (Stuttgart). The process of student referral under the Americans with Disabilities Act can be found in the Student Handbook.

**FERPA POLICY**: Phillips Community College of the University of Arkansas complies with the Family Educational Rights and Privacy Act (FERPA) of 1974. A student has the right to inspect and review all of his/her records that meet the definition of educational records. No third party has the right to review student records.

**INSURANCE**: Phillips Community College of the University of Arkansas does not provide insurance for its students. The college does encourage each student to secure his/her own insurance, and for that reason, the college has contacted United Healthcare Student Resources. Forms for this insurance are available in the Registrar’s office.

**ACTS**: The Arkansas Course Transfer System (ACTS) contains information about the transferability of courses within Arkansas Public Colleges and universities. Students are guaranteed the transfer of applicable credits and the equitable treatment in the application of credits for the admission and degree requirements. Course transferability is not guaranteed for courses listed in ACTS as “No Comparable Course.” Additionally, courses with a “D” frequently do not transfer and institutional
policies may vary. ACTS may be accessed on the Internet by going to the ADHE Website and selecting Course Transfer. Please note that the AAS for Graphic Communications transfers into the BAS in total with University of Arkansas Fort Smith degree program.

**General Topics to be covered:**

The use of computer programs to create 3 dimensional graphics in printable form.

**WEEK 1 - Presentation of syllabus, Circles**

**Handout:** Project template – Computer Graphics

**Project:** 6 Circles to Spheres

**WEEK 2 - Squares**

**Handout:** Selection Tools – Using Layers

**Project:** 6 Squares to Cube

**WEEK 3 – Triangles**

**Handout:** Bezier Curve – Cutouts, Chisels, Hotwax

**Project:** 6 Triangles to Cone

**Homework:** GraffitiaRx

**WEEK 4 – Ovals**

**Handout:** Vectors – Text on a curve

**Project:** 6 Ovals to Cylinder

**WEEK 5 - Drapery / Fabric**

**Handout:** Deformation – Motion Blur/Shadow Effect

**Project:** Using a Wacom tablet

**WEEK 6 – Perspective**

**Handout:** Perspective 1 & 2

**Project:** create all objects in perspective for final project

**WEEK 7- City – Texture (perspective)**

**Project:** Build city with 4 shapes (can be castle or fantasy city)

City in 6 different textures

**WEEK 8 – MIDTERM ALL PROJECTS SHOULD BE READY FOR REVIEW - Landscape - Texture**
Project: Add Landscaping & Repeat Textures

WEEK 9 – Atmosphere - Texture

Handout:

Project: Add Atmosphere & Repeat Textures

WEEK 10 – Vehicles (show motion)

Project: Vehicles – Land-Sea-Air (real or fantasy)

WEEK 11 – Humans

Project: Human – Cartoon, Real, Fantasy

WEEK 12 – Animals

Project: Animal – Cartoon, Real, Fantasy

WEEK 13 – CREATING THE SCENE

Project: Putting it all together in a story form – Think of scenes you’ve seen like the commercial of the pipe people for bladder control medicine, or the Limon bottle in “ocean” with lemon peel for Seahorses.

WEEK 14 – Print and Mat

Finish Projects for matting

WEEK 15 – FINAL PRESENTATION

The syllabus and the policies, guidelines, and dates included are subject to change at the instructor’s discretion.
SYLLABUS RECEIPT

☐ I understand the attendance policy as explained in this document and am aware that I am responsible for making up assignments and learning the material missed during my absence. An absence does not release me from submitting my assignments on the due date.

☐ I have read and understand the content of this syllabus provided by my instructor.

☐ I have read and understand the Internet usage policy and agree to its proper usage.

☐ I have read and understand the use of equipment. I understand that using equipment in the class poses potential risk of serious injury and agree to use all equipment in a safe manner.

☐ I grant permission to Phillips Community College of the University of Arkansas, its employees and agents, to take and use visual/audio images of me. Visual/audio images are any type of recording, including photographs, digital images, drawings, renderings, voices, sounds, video recordings, audio clips or accompanying written descriptions. PCCUA will not materially alter the original images. I agree that PCCUA owns the images and all rights related to them. The images may be used in any manner or media without notifying me, such as university sponsored websites, publications, promotions, broadcasts, advertisements, posters and theater slides, as well as for non-university uses. I waive any right to inspect or approve the finished images or any printed or electronic matter that may be used with them. I release PCCUA and its employees and agents, including any firm authorized to publish and/or distribute a finished product containing the images, from any claims, damages or liability which I may ever have in connection with the taking of use of the images or printed material used with the images.

I am at least 18 years of age and competent to sign this release. I have read this release before signing. I understand its content, and I freely accept the terms.

NAME ________________________________________________________

DATE _____________________________ ____________________________

INSTRUCTOR _____Randi RauhTyler__________

DATE _____________________________ ____________________________
COMPUTER ARTISTRY AND DESIGN

CT 1243

CAROLYN ALEXANDER

INSTRUCTOR

Division of Business and Information Systems
Phillips Community College of the University of Arkansas

SPRING 2012
# Web Design II
## CT 1243
### Spring 2012

**INSTRUCTOR:** Carolyn Alexander, Office A-122 (Office hours posted on door)

<table>
<thead>
<tr>
<th>Phone: (870) 338-6474 Ext. 1126</th>
<th>E-mail: <a href="mailto:calex@pccua.edu">calex@pccua.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Web Site: <a href="http://www.pccua.edu/calex">http://www.pccua.edu/calex</a></td>
<td>Credits: 3 Semester Hours</td>
</tr>
</tbody>
</table>

**Instructor Availability:** Please let me know if you are having problems with any class assignments. I will be available before and after class to discuss your concerns or you can make an appointment to see me in my office.

**PREREQUISITES:** CT 233

**TEXTBOOK:** (REQUIRED) *The Web Collection Revealed* Standard Edition – Adobe Flash CS4, Dreamweaver CS4, and Fireworks CS4

**COLLEGE CATALOG COURSE DESCRIPTION:** This course focuses on website and artistic creation utilizing web development applications. Dreamweaver, Flash and Fireworks will be used in media creation, interactivity, layout and design.

**Class Supplies:** A 1 GB Flash/Jump Drive. Three-ring binder to hold your work and handouts. Clear plastic sheet protectors.

**STUDENTS FOR WHOM THIS COURSE IS INTENDED:** This course is intended for students seeking to enhance their computer skills, or satisfy AAS or certificate requirements.

**CLASSROOM POLICIES:**

1. Punctuality – Be on time and Be prepared for class
2. Respect the instructor and peers: No Talking or Disruptive Behavior
3. No Food or Drinks in the Classroom
4. **Turn off Cell Phones, Beepers, or Pagers – Do Not leave on desk or use during class.**
5. No Text Messaging, online chats, or listening to CDs during class
6. Remove Bluetooth devices during class

   **Note:** A student discipline form will be submitted as necessary.
CELL PHONE POLICY

No use of cell phones, pagers, MP3 players, or similar electronic devices during scheduled class.

Cell phones may not be answered or utilized for text messages, instant messages, games, Facebook, MySpace, and other uses in the classroom.

Both ear buds and/or ear phones must be removed from ears during class.

If you decide to ignore the policy, you will be asked to leave class and may be counted absent.

During testing, use of cell phones or similar communication devices may lead also to a charge of academic dishonesty.

STUDENT SUCCESS CENTER: Faculty and staff are available in Lab A110 if you need help or have questions about your computer class work; or if you need assistance with email, the Internet, Web Advisor, etc.

PCCUA CORE COMPETENCIES – STUDENT LEARNING OUTCOMES

As a result of the study of courses in the Division of Business and Information systems, the students will be able to demonstrate the following core competencies:

1) Communication – Communicate effectively in a written or oral manner in the business environment.
2) Cultural Awareness – Acknowledge diverse groups of individuals possessing different beliefs, values, attitudes, and customs.
3) Social and Civic Responsibility – Demonstrate a legal/ethical behavior that is appropriate for the business professional in today’s society.
4) Critical Thinking – Analyze, interpret and evaluate data necessary to solve problems and support business decisions.
5) Mathematical Reasoning – Perform computational skills and financial analysis appropriate to the business environment.
6) Technology Utilization – Demonstrate the ability to use computer technology.

The following are the Student Learning Outcomes developed for this specific course.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Student Learning Outcome</th>
<th>Assessment Method/Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology Utilization</td>
<td>Students will demonstrate skills in creating and editing animations for the web</td>
<td>Flash Unit Exam &amp; Projects</td>
</tr>
<tr>
<td></td>
<td>Students will demonstrate</td>
<td>80% of the students will score 70% or higher</td>
</tr>
<tr>
<td></td>
<td>Fireworks Unit Exam &amp;</td>
<td></td>
</tr>
<tr>
<td>course objectives:</td>
<td>projects</td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>skills in creating and editing vector and bitmap images.</td>
<td>80% of the students will score 70% or higher</td>
<td></td>
</tr>
</tbody>
</table>

Course Objectives:

<table>
<thead>
<tr>
<th>Chapter Objectives &amp; Reading Assignments</th>
<th>Measure</th>
</tr>
</thead>
</table>
| **Flash** Chapter 1 | Understand the Adobe Flash Workspace  
Open a document and play a movie  
Create and save a movie  
Work with the timeline  
Plan a Web site  
Distribute a Flash movie and plan an application or a website | Weekly Assignments  
Projects  
Unit Exam  
Final Exam |
| Chapter 2 | Use the Flash drawing tools  
Edit drawings  
Work with objects, text, and layers | Weekly Assignments  
Projects  
Unit Exam  
Final Exam |
| Chapter 3 | Work with symbols, instances, and libraries  
Create buttons  
Assign actions to buttons and import graphics | Weekly Assignments  
Projects  
Unit Exam  
Final Exam |
| Chapter 4 | Create Animations | Weekly Assignments  
Projects  
Unit Exam  
Final Exam |
| Chapter 5 | Create Special Effects | Weekly Assignments  
Projects  
Unit Exam  
Final Exam |
| **Fireworks** | Understand the Fireworks work | Weekly Assignments |
| Chapter 1 | environment  
Work with new and existing documents  
Work with layers and images  
Create shapes and create and modify text |
| --- | --- |
| Projects  
Unit Exam  
Final Exam |

| Chapter 2 | Work with vector tools  
Modify multiple vector objects  
Modify color  
Apply effects to objects and text  
Apply a style to text |
| --- | --- |
| Weekly Assignments  
Projects  
Unit Exam  
Final Exam |

| Chapter 3 | Work with imported files  
Work with bitmap selection tools  
Learn about selection areas  
Select areas based on color |
| --- | --- |
| Weekly Assignments  
Projects  
Unit Exam  
Final Exam |

| Integration  
Chapter 1 | Set up the work environment  
Place Fireworks images into a Dreamweaver document  
Edit Fireworks images from a Dreamweaver document  
Insert and edit Flash movies in Dreamweaver |
| --- | --- |
| Weekly Assignments  
Projects  
Unit Exam  
Final Exam |

**NOTE:** These chapters were covered in Web Design I, review only if necessary.

| Dreamweaver  
Chapter 1 | Explore the Dreamweaver Workspace  
Plan and define a Web site  
Add folders and pages  
View a Web Page and Use help |
| --- | --- |

| Chapter 2 | Create head content and set page properties  
Create, import, and format text  
Add links to Web pages  
Use the History panel and edit code |
<table>
<thead>
<tr>
<th>Chapter 3</th>
<th>Chapter 4</th>
<th>Chapter 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modify and test Web pages</td>
<td>Create unordered and ordered lists</td>
<td>Create a Page using CSS Layout and add content</td>
</tr>
<tr>
<td>Create, apply, and edit Cascading Style Sheets</td>
<td>Create, apply, and edit Cascading Style Sheets</td>
<td>Create and format a table</td>
</tr>
<tr>
<td>Add Rules and Attach CSS</td>
<td>Add Rules and Attach CSS</td>
<td>Resize, split, and merge cells</td>
</tr>
<tr>
<td>Insert and align graphics</td>
<td>Insert and align graphics</td>
<td>Insert and align graphics in table cells</td>
</tr>
<tr>
<td>Enhance an image and use alternate text</td>
<td>Enhance an image and use alternate text</td>
<td>Insert text and format cell content</td>
</tr>
<tr>
<td>Insert a background image and perform site maintenance</td>
<td>Insert a background image and perform site maintenance</td>
<td>Perform Web site maintenance</td>
</tr>
</tbody>
</table>

**Class Participation:** Class participation is important. This is one reason a high value is placed on attendance. You will be expected to discuss the material covered in class and answer questions about the material. Your attitude can affect your grade.

**Daily/Weekly Assignments:** Daily/weekly assignments will include reading and studying the text and turning in assignments. These **MUST** be turned in on time.

Most students should be able to finish computer assignments in class. If you need more time it is your responsibility to go to the lab and work to meet your assignment deadlines. The lab A110 is open daily from 8:00 a.m. - 3:00 p.m. and may be used during those hours unless there is a class going on in one of them. Look at the schedule on the door before entering.

**RESPONSIBILITY:** It is the student’s responsibility to read all assigned material for this course. It is also the student’s responsibility to ask questions if there is something in the course that they do not understand. You are responsible for making up assignments and learning material missed during your absences. This **DOES NOT** release you from submitting your assignments on the due date.

During your class time you will be using the Internet, computer software, and hardware. You are expected to be honorable and conduct yourself as a responsible adult with these computer privileges. **No Internet surfing, Games, Chat, or anything that may distract students is permitted during class. No installing of outside programs is permitted.**
COMPUTER & ELECTRONIC COMMUNICATIONS ACCEPTABLE USE POLICY

See the Student Handbook page 9 (hard copy or online) for the policy regarding acceptable use of computers, email, internet, and other forms of electronic communications on campus.

PCCUA STUDENT DISCIPLINE POLICY - This instructor will adhere to this discipline policy. A copy of the policy is available both online at the PCCUA website and in the student handbook. It is the student’s responsibility to read and abide by this policy. Included in this policy is the Acceptable Use Policy for computer use on campus.

ACADEMIC HONESTY POLICY:

Cheating Policy

Students are expected to uphold the school’s standard of conduct relating to academic honesty. Students assume full responsibility for the content and integrity of the academic work they submit. The guiding principle of academic integrity shall be that a student’s submitted work, examinations, reports, and projects must be that of the student’s own work. Students shall be guilty of violating the honor code if they:

1. Represent the work of others as their own.
2. Use or obtain unauthorized assistance in any academic work.
3. Give unauthorized assistance to other students.
4. Modify, without instructor approval, an examination, paper, record, or report for the purpose of obtaining additional credit.
5. Misrepresent the content of submitted work.

Administrative Procedure Number: 404.05

Cheating in any form (including using unauthorized materials, information, or study aids in any academic exercise; plagiarism; falsification of records; unauthorized possession of examinations; any and all other actions that may improperly affect the evaluation of a student’s academic performance or achievement; and assisting others in any such act) is forbidden. An instructor who has proof that a student is guilty of cheating may take appropriate action up to and including assigning the student a grade of "F" for the course and suspending the student from class. A description of the incident and the action taken will be reported through the dean to the Vice Chancellor for Instruction and placed in the student's file in the Office of Admissions and Records. The student may appeal either the finding of cheating or the penalty, or both, as described in Administrative Procedure No. 404.06, Academic Appeal Procedure.

CHEATING: Will not be tolerated. If you have used a storage device or papers that belong to another student, both students will receive an "F" for the whole chapter’s work (not limited to that one assignment). See the Cheating policy in the Student Handbook. A Discipline form will be filled out and submitted to the Registrar.

If found cheating on a second occasion, you will receive an "F" for the class.

All work must be on your flash drive unless the instructor directs you to erase it. Flash drives
will be turned in to the instructor at random intervals for grading.

<table>
<thead>
<tr>
<th>GRADE SCALE GRADE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>100-90</td>
<td>A</td>
</tr>
<tr>
<td>89-80</td>
<td>B</td>
</tr>
<tr>
<td>79-70</td>
<td>C</td>
</tr>
<tr>
<td>69-60</td>
<td>D</td>
</tr>
<tr>
<td>59 or below</td>
<td>F</td>
</tr>
</tbody>
</table>

**GRADES:** Final grades will be based on the following criteria:

<table>
<thead>
<tr>
<th>1. Daily/weekly assignments/projects</th>
<th>40%</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Exams</td>
<td>60%</td>
</tr>
</tbody>
</table>

**TOTAL** 100%
**Early Alert** – In effect until Mid-Term. See Class Attendance Policy below.

1\textsuperscript{st} Absence - Student will receive a card/email to set up an appointment with instructor.

2\textsuperscript{nd} Absence – The instructor will complete a Student Referral Form. An email will be sent to student and student advisor.

3\textsuperscript{rd} Absence – The instructor will complete a Student Referral Form which will be sent to the advisor and the student. Immediately, the advisor will refer the student to the Student Success Coordinator.

### CLASS ATTENDANCE POLICY

This class attendance policy is in effect for all courses taught by Carolyn Alexander. Please read the following information carefully. The instructor places high value on class attendance and punctuality. If you must be absent and you know ahead of time, please inform the instructor so that your work can be handed in early. Excessive absences will result in loss of credit for the course concerned. See the PCCUA 2011-2012 Catalog (page 23).

#### CLASSES MEETING 2 TIMES A WEEK

Students are permitted two (2) absences. When student has missed five (5) classes student will receive an EW or F and may not return to class.

#### CLASSES MEETING 1 TIME A WEEK

Students are permitted one (1) absence. When student has missed three (3) classes student will receive an EW or F and may not return to class.

The instructor will warn a student in danger of becoming excessively absent by sending a Student Referral so that the student can be contacted by an advisor either by phone, email, or in writing.

If a student is unable to attend a class regularly, regardless of the reason or circumstances, he/she should withdraw from that class BEFORE an EW is assigned.

Exceptions to this attendance rule may be made based on individual circumstances and the instructor’s assessment of the student’s ability to finish course requirements. The final decision concerning absences is left to the instructor’s discretion. A student's attendance will affect their grade in this course.

### POSITIVE ATTENDANCE POLICY

Students with perfect attendance will receive 2 points added to their final grade in this class. Students with only one absence will receive 1 point added to their final grade.

If you are absent for quizzes, daily assignments or assignment deadlines, a grade reduction or Zero will be recorded.

**PUNCTUALITY**
PUNCTUALITY
There are NO tardies—students are expected to arrive at their classrooms prior to the beginning of classroom activities. Any student entering the classroom after the class roll has been taken will be considered absent. There is one exception to this rule: Students who have been held over by their instructor. (It is the student’s responsibility to see me immediately after class if you were late because of an emergency situation otherwise you are marked absent.)

As per the student Handbook, a student may not have unauthorized persons (children or adults) on campus. Children are permitted on campus for youth activities. However, children are not permitted to attend college classes unless specifically invited by an instructor for instructional purposes. Please see the instructor for any specific questions concerning this matter.

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accessed on the Internet by going to the ADHE Website and selecting Course Transfer.
http://www.adhe.edu/ (Click) Arkansas Course Transfer System

*The syllabus, policies, guidelines, and dates included are subject to change at the
Instructor’s discretion.

V.

<table>
<thead>
<tr>
<th>Week Of</th>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 11 - 12</td>
<td>1</td>
<td>Introduction, Syllabus</td>
</tr>
<tr>
<td>January 16</td>
<td>2</td>
<td>MLK Holiday – No Classes</td>
</tr>
<tr>
<td>January 16 - 19</td>
<td>2</td>
<td>Syllabus discussion, Fireworks Chapter 1</td>
</tr>
<tr>
<td>January 23 - 26</td>
<td>3</td>
<td>Chapter 1, Chapter 2</td>
</tr>
<tr>
<td>Jan - Feb 30 - 2</td>
<td>4</td>
<td>Chapter 2</td>
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<tr>
<td>February 6 - 9</td>
<td>5</td>
<td>Chapter 3</td>
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<tr>
<td>February 13 - 16</td>
<td>6</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>February 20, 23</td>
<td>7</td>
<td>Fireworks Exam</td>
</tr>
<tr>
<td>Feb – Mar 27 - 1</td>
<td>8</td>
<td>Flash Chapter 1</td>
</tr>
<tr>
<td>March 5 - 8</td>
<td>9</td>
<td>Chapter 1, Chapter 2</td>
</tr>
<tr>
<td>March 8</td>
<td>9</td>
<td>Mid-Term Grades Due (4:00 p.m.)</td>
</tr>
<tr>
<td>March 12 - 15</td>
<td>10</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>March 19 - 22</td>
<td>11</td>
<td>SPRING BREAK – NO CLASSES</td>
</tr>
<tr>
<td>March 26 - 29</td>
<td>12</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>Date</td>
<td>Days</td>
<td>Day(s)</td>
</tr>
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</tr>
<tr>
<td>March 29</td>
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<td>12</td>
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<td>April 2</td>
<td>2 - 5</td>
<td>13</td>
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<tr>
<td>April 9</td>
<td>9 - 12</td>
<td>14</td>
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<tr>
<td>April 16</td>
<td>16 – 19</td>
<td>15</td>
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<tr>
<td>April 23</td>
<td>23 - 26</td>
<td>16</td>
</tr>
<tr>
<td>April – May</td>
<td>30 - 3</td>
<td>17</td>
</tr>
<tr>
<td>May 3</td>
<td></td>
<td>17</td>
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<tr>
<td>May 4</td>
<td></td>
<td>17</td>
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<tr>
<td>May 7 – 10</td>
<td>7 – 10, 14</td>
<td>18</td>
</tr>
<tr>
<td>May 15</td>
<td></td>
<td>19</td>
</tr>
</tbody>
</table>
INSTRUCTOR INFORMATION:
Instructor: Vicki Cobb
Office Location: T & I 1107
Office Phone #: (870)-6474, ext. 1121
Email Address: vcobb@pccua.edu
Office Hours: MWTH 1:00 – 4:30 (or by appointment)

COURSE DESCRIPTION
The course provides an introduction to the production and manipulation of digital images using industry recognized digital image recognition and enhancement software. The student will develop and apply computer image-editing skills through classroom and hands-on projects.

COURSE GOALS
The students will learn to properly use a camcorder, edit video, and experience the challenges of time and project management.

INSTRUCTIONAL OBJECTIVES & MEASURES
The students will explore video communication and production as a career in the graphic design and communication field.
Students will learn the basics of shooting and editing video footage.
Students will adhere to time management details for each project.

Project assessment will be pre-test and posttest, individual and class critiques, and instructor rubric.

PCCUA CORE COMPETENCIES
The six PCCUA core competencies are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

1) Critical Thinking: Modes of reasoning including analyzing data, evaluating alternatives, setting priorities, and predicting outcomes.
Division Goal: Students will demonstrate ability to identify, analyze, and remediate problems critical to their chosen discipline.

2) Communication: The interactive process through which there is an exchange of verbal and/or nonverbal information.
Division Goal: Students will demonstrate the ability to communicate effectively in their chosen discipline using visual and oral media.

3) Social and Civic Responsibility: Behavior demonstrates adherence to legal/ethical standards established by society
Division Goal: Students will demonstrate knowledge of ethics and legal issues appropriate to their chosen discipline
4) **Cultural Awareness:** Acknowledgement that society is diverse with groups of individuals possessing differing beliefs, values, attitudes, and customs that are shared from one generation to the next.

**Division Goal:** Students will acknowledge the diversity of groups and demonstrate toward ideas from others.

5) **Mathematical Reasoning:** Determination of approach, materials, and strategies necessary to solve a problem.

**Division Goal:** Students will demonstrate ability to perform computations appropriate to their chosen discipline.

6) **Technology Utilization:** Use tools of the trade to achieve a specific outcome.

**Division Goal:** Students will demonstrate ability to perform technical operations to their chosen discipline.

In this course, we will assess the following core competencies:

<table>
<thead>
<tr>
<th>PCCUA Core Competency</th>
<th>Student Learning Outcome</th>
<th>Assessment Method/Measurement</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology Utilization</td>
<td>Students will demonstrate basic skills in shooting a video.</td>
<td>Project Rubric</td>
<td>70% of the students will score 70% or higher</td>
</tr>
<tr>
<td>Technology Utilization</td>
<td>Students will demonstrate basic skills editing video footage</td>
<td>Project Rubric</td>
<td>70% of the students will score 70% or higher</td>
</tr>
<tr>
<td>Social &amp; Civic Responsibility</td>
<td>Students will understand the basic terminology associated with Video production</td>
<td>Pre and Post Tests</td>
<td>70% of the students will score 70% or higher</td>
</tr>
</tbody>
</table>

**TEXT AND READING MATERIALS:**

**GRADING POLICY**

There will be two (2) scheduled tests during the semester. Homework throughout the term will consist of the planning, editing, and preparing to present three (3) completed video assignments. All weekly assignments may not require extensive outside work, but if needed, you should treat each assignment as one with outside work attached. If extra lab time is needed to complete your assignment, contact your instructor. This is your responsibility. *Bonus points may be awarded to the groups learning to use the Macromedia (Dreamweaver, Flash) Suite and After Effects to create special effects placed into your video.* All assignments will hold equal weight in the grading criteria

**Grading Scale**

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-90</td>
<td>A</td>
</tr>
<tr>
<td>89-80</td>
<td>B</td>
</tr>
<tr>
<td>79-70</td>
<td>C</td>
</tr>
<tr>
<td>69-60</td>
<td>D</td>
</tr>
<tr>
<td>Below 60</td>
<td>F</td>
</tr>
</tbody>
</table>

**ATTENDANCE POLICY**

1. College attendance policies will be strictly adhered to. Students will be expected to attend each class regularly and on time.
2. Students and their advisors will receive a referral notice on the second and third absence.
3. On the third absence, the student will also be referred to the Student Success Coordinator.
4. Students will receive an EW after the fourth absence.
5. Punctuality is expected. Classes will begin at the time designated by the college. **After class attendance has been taken, your arrival to class is considered an absence.**
6. You are responsible for making up any assignment missed during your absence. An absence does not release you from your assignment or their deadlines.

7. There are no excused absences, unless the student misses class while engaged in approved college activities. It is the student’s responsibility to make up any missed work.
*If you know of an impending absence or tardy, please contact the instructor by one of the following means:

   Phone: 870-338-6474, ext. 1121
   E-Mail: vcobb@pccua.edu

*Exceptions to this attendance rule may be based on individual circumstances and the instructor’s assessment of the student’s ability to finish course requirements. The final decision concerning absences is left to the instructor’s discretion. A student’s attendance will directly affect their grade in this course.

PARTICIPATION
All students are expected to participate in all class activities. NO EXCEPTIONS.

COURSE EVALUATION & ASSESSMENT
Grading will be based on pre and posttests, homework, and video assignments. All assignments will hold equal weight in the grading criteria.

MISSED OR LATE ASSIGNMENTS AND EXAMS
Deadlines for each assignment are attainable if you attend class as required. Therefore, NO late work will be accepted, unless you were absent and have discussed this with your instructor. Homework throughout the term will consist of assigned readings, project ideas management concepts. Your assigned projects will be submitted by each individual deadline and will be included in your midterm and final grades. Your final grade will be the average of all of your assignment grades, including any and all exams.

STUDENT RESPONSIBILITIES
Punctuality is expected. Classes will begin at the time designated by the college. After class attendance has been taken, your arrival to class is considered an absence. You are responsible for making up any assignment missed during your absence. An absence does not release you from your assignment or their deadlines. All students are expected to complete all assignments. No exceptions!

If you require extra lab time, please contact and schedule time through your instructor. If you need to reserve use of the camcorder, you will sign a release form and agree to its requirements. A copy of this form is included in your syllabus.

ACADEMIC HONESTY POLICY

Phillips Community College of the University of Arkansas
Academic Misconduct Policy
If a student discovers or attempts to discover the contents of an exam before the contents are revealed by the instructor, or obtains, uses, and/or attempts to supply to any person unauthorized material or devices, he/she will be subject to punishment for academic misconduct. The instructor has the responsibility for instructional activities of the course being taught, including the determination of cheating, plagiarism, or any other activity pertinent to the course or program function. Any student found guilty of an act of academic misconduct may be subject to either of the following penalties:
1. His/her grade in the course or on the examination affected by the misconduct may be reduced to any extent, including reduction to failure.
2. The student may be placed on probation or suspended from the college for a specific definite period. In the case of repeated offenses, appropriate action up to and including permanent suspension from the college will be taken. The student may appeal either the finding of cheating or the penalty, or both, to the Student Relations
Committee. Suspension and dismissal for academic reasons are not governed by the due process requirements of the Fourteenth Amendment; therefore, the disciplinary procedures do not apply.

LABORATORY PROCEDURES:
1. No food or drink allowed in the classroom and/or lab.
2. Absolutely no rude attitudes or behavior. Please refer to the student discipline policies.
3. Come in prepared and ready to work. You must bring a pencil and pen.
4. **NO horseplay allowed under any circumstances!!**
5. **Cell phones must be turned to “silent” or “vibrate” mode while in class.**

**NO EXCEPTIONS!** No phone conversations or text messaging during class. No wireless headset devices allowed during class.
6. No personal cds and **NO** music devices are allowed in the lab.
7. **All** internet use must be approved by instructor. Please refer to the Internet Acceptable Usage Policy.
8. The academic honesty policy must strictly be adhered to.
9. Internet usage will be monitored.

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[http://acts.adhe.edu/secure/institutiontransferinfo.aspx](http://acts.adhe.edu/secure/institutiontransferinfo.aspx)
Tentative Course Outline:

<table>
<thead>
<tr>
<th>DATE</th>
<th>LECTURE</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-21</td>
<td>Syllabus Review</td>
<td></td>
</tr>
<tr>
<td>8-28.</td>
<td>Orientation</td>
<td>Pre Test  Read Chapters 1 &amp; 2 /Review Questions/</td>
</tr>
<tr>
<td></td>
<td>Course Overview</td>
<td>Write Proposal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Creative Video CD</td>
</tr>
<tr>
<td>9-4</td>
<td>Chapter 1: Understanding DV Technology</td>
<td>Read Chapters 3 &amp; 4 Review Questions/</td>
</tr>
<tr>
<td></td>
<td>Chapter 2: DV Cameras &amp; Tape Formats</td>
<td>Proposal Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Creative Video CD</td>
</tr>
<tr>
<td>9-11</td>
<td>Chapter 3: Configuring a DV Editing System</td>
<td>Read Chapter 5 /Review Questions/</td>
</tr>
<tr>
<td></td>
<td>Chapter 4: Digital Video Preproduction</td>
<td>Create Storyboards (PSA)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Creative Video CD</td>
</tr>
<tr>
<td>9-18</td>
<td>Chapter 5: Digital Video Production</td>
<td>Read Chapters 6 &amp; 7 /Review Questions/</td>
</tr>
<tr>
<td></td>
<td>LAB: DV Equipment</td>
<td>Shoot Video PSA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Storyboards Due (PSA)</td>
</tr>
<tr>
<td>9-25</td>
<td>Chapter 6: Preparing Photographs for DV</td>
<td>Read Chapter 8 /Review Questions/</td>
</tr>
<tr>
<td></td>
<td>Chapter 7: Titles, Graphics, &amp; Audio</td>
<td>Finish Shooting Video (PSA)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Create Photos/Stills, Titles, Graphics/Animation</td>
</tr>
<tr>
<td>10-2</td>
<td>Chapter 8: Equipment &amp; Capturing DV</td>
<td>Read Chapter 9 /Review Questions/</td>
</tr>
<tr>
<td></td>
<td>LAB: DV Software</td>
<td>Capture and Edit Video (PSA)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Production Due (PSA)</td>
</tr>
<tr>
<td>10-9</td>
<td>Chapter 9: Editing Digital Video</td>
<td>Read Chapter 10 Review Questions/</td>
</tr>
<tr>
<td></td>
<td>LAB: DV Software</td>
<td>Storyboards /Shoot Video (Product Promo)</td>
</tr>
<tr>
<td>10-16.</td>
<td>Chapter 10: Rendering &amp; Outputting DV</td>
<td>Edit Video (Product Promo)</td>
</tr>
<tr>
<td></td>
<td>LAB: DV Software</td>
<td>Production Due (Product promo)</td>
</tr>
<tr>
<td>10-23.</td>
<td>LAB: DV Software</td>
<td>Production Due (Product promo)</td>
</tr>
<tr>
<td>10-30/11-27</td>
<td>Final Project:</td>
<td>Write Proposal, Create Storyboards, Shoot Video, Create Photos/Stills, Titles, Graphics/Animation, Write Script, Capture and Edit Video</td>
</tr>
<tr>
<td>12-3.</td>
<td>EXAM</td>
<td>Post Test Final Project Due</td>
</tr>
</tbody>
</table>

Assignment Deadlines

All video assignments are considered as tests and hold equal value in the grading criteria.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre Test</td>
<td>August 21</td>
</tr>
<tr>
<td>PSA</td>
<td>October 2</td>
</tr>
<tr>
<td>Product Promo</td>
<td>October 25</td>
</tr>
</tbody>
</table>
The syllabus and the policies, guidelines, and dates included are subject to change at the instructor's discretion.

**Permission to use Camera and/or Camcorder**

I agree to responsibly use the cameras and/or camcorders for the required assignment. It will be returned at the end of the assigned time frame in the same condition as it was in at the time of check-out or I agree to fix any damages or replace the camera.
I understand the attendance policy as explained in this document and am aware that I am responsible for making up assignments and learning the material missed during my absence. An absence does not release me from submitting my assignments on the due date.

I have read and understand the content of this syllabus provided by my instructor. I agree that I will follow the policies within this syllabus.

I have read and understand the Internet usage police and agree to its proper usage.

I have read and understand the use of equipment. I understand that using equipment in the class poses potential risk of serious injury and agree to use all equipment in a safe manner.

I grant permission to Phillips Community College of the University of Arkansas, its employees and agents, to take and use visual/audio images of me. Visual/audio images are any type of recording, including photographs, digital images, drawings, renderings, voices, sounds, video recordings, audio clips or accompanying written descriptions. PCCUA will not materially alter the original images. I agree that PCCUA owns the images and all rights related to them. The images may be used in any manner or media without notifying me, such as university sponsored web sites, publications, promotions, broadcasts, advertisements, posters and theater slides, as well as for non-university uses. I waive any right to inspect or approve the finished images or any printed or electronic matter that may be used with them. I release PCCUA and its employees and agents, including any firm authorized to publish and/or distribute a finished product containing the images, from any claims, damages or liability which I may ever have in connection with the taking of use of the images or printed material used with the images.

I am at least 18 years of age and competent to sign this release. I have read this release before signing. I understand its content, and I freely accept the terms.

NAME ________________________________________________________

DATE _________________________________________________________
Course Name: Digital Image Production II
Course Number: NT 273
Semester and Year: Spring, 2013

Meeting Time & Place: 2:00 p.m. – 4:50 p.m.
    T, T & I 125
Prerequisites: none
Required Laboratories: none
Credit Hours: 3
Clock Hours: 3
Revision Date: 11-1-2012

INSTRUCTOR INFORMATION:
Instructor: Vicki Cobb
Office Location: T & I 107
Office Phone #: (870)-6474, ext. 1121
Email Address: vcobb@pccua.edu
Office Hours: MWTh 1:30 – 4:00
(or by appointment)

COURSE DESCRIPTION
An introduction to 2 dimensional and 3 dimensional animations in digital form

COURSE GOALS
The student will develop the fundamental aspects and types of animation.

INSTRUCTIONAL OBJECTIVES & MEASURES
A.  The students will demonstrate the ability to tell stories through moving pictures.

B.  The students will demonstrate the ability to use illustrative skills to produce animation in 2 dimensional and 3 dimensional formats.

PCCUA CORE COMPETENCIES
The six PCCUA core competencies are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students. The division of Applied Technology & Workforce Development perceives these competencies as:

2) Communication – The learner will be able to communicate in verbal and nonverbal form by tests and projects that reflect the courses’ goals.

    Division Goal:   Students will demonstrate the ability to communicate effectively in their chosen discipline using visual and oral media.

    Student Learning Outcomes:
    1. The students will demonstrate visual communication skills through a foundation of drawing concepts and principles.
       Assessment Method: Assigned drawings
       Tool: Instructor evaluation

       Criteria: 80% of the students will demonstrate effective written communication skills by scoring 80% or higher on the written exam instructor Rubric evaluation.

3) Cultural Awareness – The learner will demonstrate the diversity of groups through class projects and research of course development in other areas.

    Division Goal:   Students will acknowledge the diversity of groups and demonstrate toward ideas from others.

    Student Learning Outcomes:
1. Awareness of cultural differences and customs involved in animation field.
   Assessment Method: assigned drawings
   Tool: Class evaluation

   Criteria: 80% of the students will acknowledge cultural differences encountered in the graphic design field by scoring 80% participating in the class assignments.

4) Social and Civic Responsibility – The learner will interact within the community and within class groups to develop responsible actions.

   Division Goal: Students will demonstrate knowledge of ethics and legal issues appropriate to their chosen discipline

   Student Learning Outcomes:
   1. Understanding of legal issues appropriate to animation industry.
      Assessment Method: Daily drawings completed within legal and ethical boundaries
      Tool: Instructor evaluation

   Criteria: 80% of the students will demonstrate knowledge of ethics and legal issues encountered in the graphic design field by participating 80% in the class assignment.

5) Critical Thinking – The learner will evaluate data and predict outcomes within the course to expand the ability to analyze projects.

   Division Goal: Students will demonstrate ability to identify, analyze, and remediate problems critical to their chosen discipline.

   Student Learning Outcomes:
   1. Analyze and recognize the varied techniques necessary to complete the drawing assignments
      Assessment Method: assigned drawings
      Tool: Instructor Rubric evaluation

   Criteria: 80% of the students will demonstrate effective critical thinking skills by scoring 80% or higher on the portfolio Rubric evaluation.

5) Mathematical Reasoning - The learner will use strategies to solve problems within course projects and measure results.

   Division Goal: Students will demonstrate ability to perform computations appropriate to their chosen discipline.

   Student Learning Outcomes:
   1. Prepare drawings using precise measurements and perspectives.
      Assessment Method: assigned drawings/portfolio
      Tool: Instructor Rubric evaluation

   Criteria: 80% of the students will demonstrate effective mathematics skills by scoring 80% or higher on the class assignment instructor Rubric evaluation.

6) Technology Utilization – The learner will use the basic tools and learn advanced technology to achieve the course objectives

   Division Goal: Students will demonstrate ability to perform technical operations to their chosen discipline.

   Student Learning Outcomes:
1. Compare drawings completed in varied media with computer generated drawings.
   Assessment Method: assigned drawings
   Tool: Instructor Rubric evaluation

   Criteria: 80% of the students will demonstrate effective technical skills by scoring 80% or higher on portfolio Rubric evaluation.

2. Ability to use different software and hardware to create animated stories.
   Assessment Method: assigned drawings
   Tool: Instructor Rubric evaluation

   Criteria: 80% of the students will demonstrate effective technical skills by scoring 80% or higher on portfolio Rubric evaluation.

<table>
<thead>
<tr>
<th>PCCUA Core Competency</th>
<th>Student Learning Outcome</th>
<th>Assessment Method/Measurement</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology Utilization</td>
<td>16. Students will demonstrate basic skills in creating short animations</td>
<td>Project Rubric</td>
<td>70% of the students will score 70% or higher</td>
</tr>
<tr>
<td>Technology Utilization</td>
<td>17. Students will demonstrate basic skills in telling stories through animated pictures</td>
<td>Project Rubric</td>
<td>70% of the students will score 70% or higher</td>
</tr>
</tbody>
</table>

**TEXT AND READING MATERIALS:**

**GRADING POLICY**
Quizzes Drawings as assigned/terminologies
Papers Stories required for drawings
Assignments Drawings as assigned
Tests Drawings as assigned
Mid Term Exam Drawing/written exam
Final Exam Completed short film

I. Grading will be based on all projects 50%
   Final exam 50%

II. Concerning grades:
   Judged by these qualities:
   1. accuracy
   2. craftsmanship
   3. control
   4. contrast
   5. composition

III. Attendance and attitude will greatly affect each area of your grades.

Grading Scale
100-90 = A
89-80 = B
79-70 = C
69-60 = D
Below 60 = F
ATTENDANCE POLICY

Attendance Policy:
1. College attendance policies will be strictly adhered to. Students will be expected to attend each class regularly and on time.
2. Absentee notices will be sent for the first, second, and third absences. On the fourth absence you will be dropped from the class with an EW.
3. Punctuality is expected. Classes will begin at the time designated by the college. After class attendance has been taken, you are considered absent.
4. You are responsible for making up any assignment missed during your absence. An absence does not release you from your assignment or their deadlines.
5. Students who miss class while engaged in approved college activities will be excused and it is the student’s responsibility to make up any missed work.
6. *If you know of an impending absence or tardy, please contact the instructor by one of the following means:
   Phone: 870-338-6474, ext. 1121
   E-Mail: vcobb@pccua.edu
*Exceptions to the attendance rules may be based on individual circumstances and the instructor’s assessment of the student’s ability to finish course requirements. The final decision concerning absences is left to the instructor’s discretion. A student’s attendance may directly affect their grade in this course.

PARTICIPATION

All students are expected to participate in all class activities.

COURSE EVALUATION & ASSESSMENT

All assignments will be evaluated by the following criteria:

1. accuracy
2. craftsmanship
3. control
4. contrast
5. composition

The instructor has the right to make changes in the grade requirements and their weights in determining the final grade.

MISSED OR LATE ASSIGNMENTS AND EXAMS

Deadlines for each assignment are attainable if you attend class as required. Therefore, NO late work will be accepted. Homework throughout the term will consist of assigned readings. Your assigned projects will be submitted by each individual deadline and will be included in your midterm and final grades.

STUDENT RESPONSIBILITIES

Punctuality is expected. Classes will begin at the time designated by the college. After class attendance has been taken, your arrival to class is considered absent.

You are responsible for making up any assignment missed during your absence. An absence does not release you from your assignment or their deadlines. All students are expected to complete all assignments.
ACADEMIC HONESTY POLICY

Phillips Community College of the University of Arkansas
Academic Misconduct Policy

If a student discovers or attempts to discover the contents of an exam before the contents are revealed by the instructor, or obtains, uses, and/or attempts to supply to any person unauthorized material or devices, he/she will be subject to punishment for academic misconduct. The instructor has the responsibility for instructional activities of the course being taught, including the determination of cheating, plagiarism, or any other activity pertinent to the course or program function. Any student found guilty of an act of academic misconduct may be subject to either of the following penalties:

1. His/her grade in the course or on the examination affected by the misconduct may be reduced to any extent, including reduction to failure.

2. The student may be placed on probation or suspended from the college for a specific definite period.

In the case of repeated offenses, appropriate action up to and including permanent suspension from the college will be taken. The student may appeal either the finding of cheating or the penalty, or both, to the Student Relations Committee. Suspension and dismissal for academic reasons are not governed by the due process requirements of the Fourteenth Amendment; therefore, the disciplinary procedures do not apply.

LABORATORY PROCEDURES: (if applicable)
1. No food or drink allowed in the classroom and/or lab.
2. Absolutely no rude attitudes or behavior. Please refer to the student discipline policies.
3. Come in prepared and ready to work
4. NO horseplay allowed under any circumstances!!
5. Cell phones must be turned to “silent” or “vibrate” mode while in class. NO EXCEPTIONS! No phone conversations or text messaging during class. No wireless headset devices allowed during class.
6. Internet use must be approved by instructor. Please refer to the Internet Acceptable Usage Policy
7. The academic honesty policy must strictly be adhered to.

CAMPUS SUPPORT SERVICES
Phillips Community College of the University of Arkansas provides student support services that assist students in achieving their educational objective. Those services include advising, financial aid, counseling and guidance, and safety and security.

ADA POLICY:
Lynn Boone, the Vice Chancellor for Student Services, serves as the ADA Compliance Officer. If you reside in Arkansas County you may contact Vice Chancellor Carolyn Turner (DeWitt) or Dr. Susan Luebke (Stuttgart). The process of student referral under the Americans with Disabilities Act can be found in the Student Handbook.

FERPA POLICY
Phillips Community College of the University of Arkansas complies with the Family Educational Rights and Privacy Act (FERPA) of 1974. A student has the right to inspect and review all of his/her records that meet the definition of educational records. No third party has the right to review student records.

INSURANCE
Phillips Community College of the University of Arkansas does not provide insurance for its students. The college does encourage each student to secure his/her own insurance, and for that reason, the college has contacted United Healthcare Student Resources. Forms for this insurance are available in the Registrar’s office.
The Arkansas Course Transfer System (ACTS) contains information about the transferability of courses within Arkansas Public Colleges and universities. Students are guaranteed the transfer of applicable credits and the equitable treatment in the application of credits for the admission and degree requirements. Course transferability is not guaranteed for courses listed in ACTS as “No Comparable Course.” Additionally, courses with a “D” frequently do not transfer and institutional policies may vary. ACTS may be accessed on the Internet by going to the ADHE Website and selecting Course Transfer.

http://acts.adhe.edu/secure/institutiontransferinfo.aspx

The syllabus and the policies, guidelines, and dates included are subject to change at the instructor's discretion.

Tentative Course Outline:

I. Introduction to Course
   
II. Explanation of Syllabus
   
III. Hardware and Software
   
IV. Story and Character Development
   
V. Simple Animation (2 dimensional)
   a. flipbook
   b. cutout-digital
   d. rotoscoping
   
VI. Simple Animation (3 dimensional)

VII. Cartoons or Cel Animation

VIII. Final project due

Tentative Assignment Deadlines:

I. Introduction to Course
   
II. Explanation of Syllabus
   
III. Hardware and Software
   
IV. Story and Character Development
   
V. Simple Animation (2 dimensional)
   a. flipbook
   b. cutout-digital
   d. rotoscoping
   
VI. Final project due
I understand the attendance policy as explained in this document and am aware that I am responsible for making up assignments and learning the material missed during my absence. An absence does not release me from submitting my assignments on the due date.

I have read and understand the content of this syllabus provided by my instructor. I agree that I will follow the policies within this syllabus.

I have read and understand the Internet usage police and agree to its proper usage.

I have read and understand the use of equipment. I understand that using equipment in the class poses potential risk of serious injury and agree to use all equipment in a safe manner.

I grant permission to Phillips Community College of the University of Arkansas, its employees and agents, to take and use visual/audio images of me. Visual/audio images are any type of recording, including photographs, digital images, drawings, renderings, voices, sounds, video recordings, audio clips or accompanying written descriptions. PCCUA will not materially alter the original images. I agree that PCCUA owns the images and all rights related to them. The images may be used in any manner or media without notifying me, such as university sponsored web sites, publications, promotions, broadcasts, advertisements, posters and theater slides, as well as for non-university uses. I waive any right to inspect or approve the finished images or any printed or electronic matter that may be used with them. I release PCCUA and its employees and agents, including any firm authorized to publish and/or distribute a finished product containing the images, from any claims, damages or liability which I may ever have in connection with the taking of use of the images or printed material used with the images.

I am at least 18 years of age and competent to sign this release. I have read this release before signing. I understand its content, and I freely accept the terms.

NAME ________________________________________________________

EMAIL _________________________________________________________

PHONE ________________________________________________________