



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Summer
Course Prefix: ART
Course Title: 2D Design

Year: 2025
Course and Section #: 1120-X01
Credits: 3

Course Description

Introduces skills, techniques, and materials associated with two-dimensional design fundamentals. Researches a variety of media, techniques, and subjects, exploring perceptual and descriptive possibilities regarding design both as a developmental process as well as an artistic end. Provides experience in a range of traditional and non-traditional design media. Projects and critiques examine integration of both visual elements and principles of design according to contemporary standards.

Course Attributes

This course has the following attributes:

- ☐ General Education Requirements
- ☐ Global/Intercultural Graduation Requirements
- ☐ Writing Enriched Graduation Requirements
- ☒ Discipline Core Requirements in Program
- ☐ Elective Core Requirements in Program
- ☐ Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Aloe Corry

Student Learning Outcomes

- 1 Create representational, abstract, and non-objective two-dimensional works of art that apply the elements and principles of design.
 - 2 Execute digital and physical two-dimensional media to a high standard within the field.
 - 3 Research the correlation between ideation and visual communication through experimentation, iteration, and variation.
 - 4 Critique the visual impact that color schemes, Gestalt and visual principles have on two-dimensional designs.
 - 5 Discuss the work of contemporary and historical visual artists and designers.
 - 6 Build a physical and digital portfolio.
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Course Materials and Texts

Ebook: *Foundations of Art and Design* by Fichner-Rathus

8 ½” x 11” minimum size sketchbook
Graphite pencils 2B, 4B, 6B
Dust free erasures
Black markers, fine and broad tip
Drawing pens
Holbein CMYK Acryla-Goache OR Acrylic paints:
Pthalocyanine Blue, Cad Yellow Light, Quinacridone Rose, Titanium White, Ivory Black
Brushes, assorted sizes, synthetic or natural bristle, and a palette knife
Palette suitable for mixing water soluble paints, this could be palette paper
Miscellaneous items: scissors, ruler, glue sticks, painters tape, camera (phone camera is sufficient)
Mat board or foam board to mount projects
Portfolio large enough to store work

Course Requirements

Course Grading Policy and Assignments

Grades will be based on a combination of: quality of projects, specifically how well work reflects the objectives given in class (50%), mid-term, final exam (25%), a final project (15%), and attendance and participation (10%). Late work is valued at 50% of the original point value, and is due within one week of the original due date. If a project is not critiqued *with the artist present*, it is late.

GRADING SCALE:

100% - 94%	A
93.9 - 90%	A-
89.9 - 87%	B+
86.9 - 84%	B
83.9 - 80%	B-
79.9 - 77%	C+
76.9 - 74%	C
73.9 - 70%	C-
69.9 - 67%	D+
66.9 - 64%	D
63.9 - 60%	D-
59.9% and below	E

The letter grade “A” indicates superior achievement, “B” indicates commendable mastery, “C” indicates satisfactory mastery and is considered an average grade, “D” indicates substandard progress and insufficient evidence of ability to succeed in sequential course, “E” indicates inadequate mastery of required skills.

Attendance: Students will be allowed up **two** absences for any reason. Students are *still expected to fully complete any assignments missed*. Participation credit will be earned during **critiques**. If you are absent more than **8 times** you may automatically fail the class.

Assignments

- Positive & Negative Shape Collages, one using reversal
- Personal lettermark with reliant shapes and implied line
- Unity with variety, 4 values utilizing the grid

- Shape integration or isolation, tessellations
- Color studies using properties of color and Itten's Contrasts
- Asymmetrical design with attention to degree of emphasis
- Texture and pattern as predominant themes
- Illusion of space utilizing linear and atmospheric perspective
- Illusion of motion, suggesting time and reinforcing rhythm
- Final project proposal and final project suggestive of a dream or Surrealism

Required or Recommended Reading Assignments

Ebook: *Foundations of Art and Design by Fichner-Rathus* (part of course fee)

General Description of the Subject Matter of Each Lecture or Discussion

Week 1: Thinking, Looking, Doing
 Week 2: Positive and Negative Shape, Line
 Week 3: Unity with Variety
 Week 4: Properties of Color, Structures
 Week 5: Additive & Subtractive Color, Color Contrasts, Itten
 Week 6: Illusory nature of color, Albers
 Week 7: Balance, Scale, Proportion
 Week 8: Emphasis, Shape Integration
 Week 9: Degree of Emphasis and balance
 Week 10: Illusion of Space
 Week 11: Linear and Atmospheric Perspective
 Week 12: Texture and Pattern
 Week 13: Illusions of Motion, Time and Rhythm
 Week 14: Comprehensive review, Final project
 Week 15: Combining concepts / Final exam

Required Course Syllabus Statements

ARTIFICIAL INTELLIGENCE (AI):

[Gartner \(n.d.\)Links to an external site.](#) defines Generative AI as technology that "... can learn from existing artifacts to generate new, realistic artifacts (at scale) that reflect the characteristics of the training data but don't repeat it. It can produce a variety of novel content, such as images, video, music, speech, text, software code and product designs."

Examples of general Generative AI tools:

- ChatGPT
- Microsoft Copilot
- Google Gemini
- Firefly
- Midjourney
- You.com
- Dall-E 3
- Stable Diffusion

Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. It may be valuable if one uses AI as a learning assistant and aid in helping to solve

visual problems, not a crutch or avenue to keep from solving problems. If it is used, admit it and be certain to add your critical decisions and thinking to the sometimes-poor ones it makes. The individual student is responsible to make sure that any content, image or helps from AI, do what they are intended to do and say what they intend to say. AI is designed to SEEM accurate, but it isn't always. It has other weaknesses in relationship to innovation, subtlety and nuance, fine-tuning, and ethics. Don't accept anything it generates at face value without checking it critically.

Using Remote Testing Software

☐ This course does not use remote testing software.

☒ This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and

writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.