

COLLEGE OF DESIGN

UNIVERSITY OF MINNESOTA

Syllabus Overview

Course Title	Foundations: Color and Design in Two and Three Dimensions
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Course Designator	GDes	Section Number	Section 001
Course Number	1312	Semester and Year	Spring Semester 2018

Class Meeting Days & Time	Wednesdays 1:15pm – 2:45pm
Classroom	Room 262, McNeal Hall, St. Paul Campus
Number of Credits	This is a four credit course
Final Exam Date & Time <i>(Also state if there is NO final)</i>	There will be no Final Exam for this course. The official University Final Exam Date and Time is instead used for Final Project submission and presentations. This official date and time is: Tuesday, May 8, 10:30am – 12:30pm

Lead Instructor's Information

Name	Linda Krueger, please address as Linda
Office Location	Color classroom, room 262, McNeal Hall
Office Phone	The Lead Instructor prefers to communicate via email
Email	lkrueger@umn.edu
Office Hours	Wednesdays, 12:00pm – 1:00pm

Teaching Assistant's Information

Name	Bernardo Palomera please address as Bernard
Office Location	B3, McNeal Hall
Office Phone	The Teaching Assistant prefers to communicate via email
Email	palom031@umn.edu
Office Hours	Wednesdays, 5:00pm - 6:00pm, B3

Course Information and Instructor's Expectations

Course Description:

This design foundations course introduces students to color theory and its application in two and three-dimensional design through lectures, demonstrations, extensive studio work and critiques. Emphasis is on developing students' ability to use color effectively in two and three dimensional design applications by studying traditional design elements, gestalt grouping principles, theories of color organization, color and spatial perception, and color interaction

But it is so much more. Intended for (pre) majors in graphic design, clothing design, interior design, and housing; this class has a well-earned reputation as 'the toughest class you'll ever love.' Class time is spent with slide and lecture presentations, studio work, and group and individual critiques. You will produce a portfolio that is a descriptive explanation and illustration of color and design theory, enhanced with your own creative projects: a physical product of impressive proportions. You will be proud of your work. Most importantly, you will see the world in a whole new light. You'll see color where you didn't see it before and recognize the 'color magic' around you.

Course Prerequisites:

Apparel design or graphic design or interior design pre-major

Necessary and Optional Supplies:

Necessary Supplies:

- 19 to 28 8 ½" x 11" Crescent boards (#650 – gray) for mounting your work in your Final Portfolio.
- 8 ½" x 11" clear plastic protective covers (a minimum of 24)
- a three-ring binder, 2" thick with a front cover acetate sleeve to accommodate a Title Page that you design
- Computer for problem descriptions
- USB Flash Drive to store work on
- Adobe Illustrator. You can check out purchase plans at the Adobe website:
<https://creative.adobe.com/plans?promoid=KLXMK>

Required Text:

- Long, James Thomas. *The New Munsell Student Color Set* – 5th Edition. New York: Fairchild Publications, 2017.

NOTE: This must be bought as a brand new textbook. Make sure it's the 5th edition!

Established Course Objectives:

Objectives of the course include being able to identify, define, and solve problems related to color usage and design. Students are expected to be able to communicate effectively, using professional design vocabulary.

Student Learning Outcomes following course completion:

- Student Learning Outcome: Students in this course will have mastered a body of knowledge and a mode of inquiry.
- How Student Learning Outcome will be addressed: In this course, students will: learn fundamental color theory, learn basics of visual perception and color vision, develop visual awareness of color relativity, and solve design problems in accordance with assigned objectives and limitations. In the Chroma unit, students will apply their understanding of color relationships, color perception, and color relativity to demonstrate simultaneous contrast. Through an active learning studio design process, students develop the color palettes appropriate for solving the design problem, experiment with solutions, crucially analyze the results of their own solutions and those of their peers, and make modifications to their solutions based on the critique.

Release of Work Statement:

Students understand that enrollment in this course grants consent for their work to be selected for inclusion in college or departmental publications (online or in print). Your instructor may select to use your work to represent her/his skills as an instructor in a teaching portfolio (online or in print).

Attendance Policy:

Because this course is partially an online learning experience, attendance is not taken. However, attendance is still important. The design process involves input and feedback from others, including your classmates, and there can be spontaneous and important information shared during class time. Class time, in this course, will consist of demos by the Instructor, when appropriate, and will always consist of student work being put up on the classroom critique board. During critiquing sessions, students are expected to present their work and discuss it using professional design vocabulary. Doing so is part of your assignment grade so it is important that you show up for these critiquing sessions. If you have a medical problem that prevents you from attending class, you can still get critique points towards your assignment grade. You will need to email the Instructor documentation, on professional letterhead, giving the dates in which you could not participate in the course. Then, the Instructor will explain how you can obtain those critique points.

Workload:

For an undergraduate course, one credit is defined as equivalent to three hours of learning effort per week over a full semester necessary for an average student to achieve an average grade. Specifically, a student taking a four-credit course should expect to spend a minimum of 12 hours a week on learning effort: six hours in class and six hours outside of class to earn a grade of C. To earn a higher grade, considerably more effort must be expended.

Grading Structure:

Please check out the following Administrative Policy for Grading and Transcripts:

<http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html>

Grading will be based on the following:

- **DIGITALLY SUBMITTED ASSIGNMENTS** (65% of the final course grade)
 - **ACTUAL DESIGN WORK.** This can include: scale, design, Munsell charts, and other relevant work that meets assignment requirements.
 - **CRITIQUE PARTICIPATION.** There will be critiques of assignments, prior to the due date, during Wednesday in-classroom meeting times. During critique sessions, you will be given a chance to point out design strategies used in your own work, comment on others' work and ask questions. These sessions enable one to become familiar with design vocabulary and aid in sharpening observational skills. These critiques also provide input towards possible revisions that may be needed prior to the final due date. Revisions are definitely encouraged as revisions are important steps in any design process. You will receive points, as part of an assignment grade, for participating in a classroom critiquing session. If you are unable to attend a class period when a critiquing session is held, please read what to do under "Attendance Policy", page 3.
 - **CRAFTSMANSHIP.** A caring and professional attitude toward your work is important. Poor craftsmanship or appearance will affect an assignment's grade.
 - **WRITTEN PROBLEM DESCRIPTIONS.** A written problem description will accompany each color scale and color design. The "Assignment #1" handout will describe the format of these written problem descriptions.
- **FINAL PORTFOLIO.** (20% of the final course grade)

Each assignment will receive an individual grade when due during the semester. Then, all (already graded) assignments will be submitted on the last day of class in a three-ring binder. This becomes a portfolio of your work. Previous grades received from these assignments will not be changed at this time. However, additional grading of the title page, portfolio unity, professional presentation, and correction of previous typos will be done to give a final portfolio grade. Consider the final portfolio a design project in itself!
- **QUIZ.** (5% of the final course grade) A study guide is provided in the Canvas classroom.
- **FINAL PROJECT.** (10% of the final course grade)

Grading Standards:

- **A** Represents achievement that is outstanding relative to the level necessary to meet course requirements.
- **B** Represents achievement that is significantly above the level necessary to meet course requirements.
- **C** Represents achievement that meets the course requirements in every respect.
- **D** Represents achievement that is worthy of credit even though it fails to meet fully the course requirements.
- **F** Represents failure and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an Incomplete (I) for the course.

Final Course Grades:

A	93 – 100
A-	90 – 92
B+	86 – 89
B	83 – 85
B-	80 – 82
C+	76 – 79
C	73 – 75
C-	70 – 72
D+	66 – 69
D	63 – 65
F	62 and below

Accepting and Returning Assignments:

Most assignments will need to be submitted digitally in the appropriate area of the Canvas site. Exceptions to submitting digitally into the Canvas classroom include the weaving assignment, and the ten Munsell Hue Charts. Due dates are provided elsewhere in this Syllabus. Also, a hard copy of each assignment will be due in a Portfolio (three-ring binder) at the end of the semester (date given on Syllabus). The Portfolio will be graded and returned to you on the date given for the Final Project presentations (see Syllabus).

Grading Late Work:

An assignment can be submitted up to two days (48 hours) after the due date with the exception of the 3D assignment which can only be submitted one-half hour late. 10% of the total possible points will be deducted for being submitted late. After late date period, the assignment will no longer be accepted for grading. The assignment will receive a failing (F) grade if not submitted by then. If you believe you have a legitimate reason for turning in your assignment past this grace period, please see “Make Up Work for Legitimate Absences”.

Policy for Missed Quiz:

There is one quiz in this course. It is worth 5% of your final course grade.

If you miss this quiz due to an absence that might count as excused, contact the Instructor as soon as possible via email. Provide documentation, on professional letterhead, via email. If the absence is excused, you may make up the quiz. The quiz is to be made up within a timely and reasonable time frame (the first or second class period upon your return). **If you miss a quiz due to an unexcused absence, the quiz cannot be made up.**

Make Up Work for Legitimate Absences:

If you are unable to turn an assignment in on time, due to an excused absence, you must be able to document that absence with something on professional letterhead stating the date(s) in which you were unable to attend class. This documentation could be medical, legal, religious, military, etc. and needs to be submitted via email as soon as possible. The documentation does not have to say what the problem is, it only needs to give the dates in which you are unable to be present in the classroom or perform academic activities outside of the classroom. The documentation should be on professional letterhead and include the facility’s name, address, phone number, and a contact name. The Instructor will determine if the absence is excused and if the documentation is accepted. If the absence is excused, the assignment will not be considered late and the Instructor and Student will discuss an acceptable new due date. More information regarding this can be found at <http://www.policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>

Extra Credit Options:

No extra credit is offered. It is better to put all your thought and energy into the required assignments. All students are, therefore, graded on the exact same course requirements.

Online Canvas Learning Management System

You can access all the handouts for the course through the Canvas course management system. Grades are also posted on this site along with other relevant course materials.

University Policies**Personal Electronic Devices in Classroom:**

The University has a policy regarding use of personal electronic devices in the classroom. This policy can be read at

<http://policy.umn.edu/Policies/Education/Education/CLASSROOMPED.html>

We will be meeting in the classroom for 1 ½ hours once a week. It is expected that electronic devices will be turned off during this time period because students will be presenting their design work to the Instructors and classmates and we don't want someone's thought process to be interrupted due to the noise of another student's electronic device. Thank you.

Use of Class Notes and Materials:

Students may not distribute, via the Internet or other means, instructor-provided lecture notes or other instructor-provided materials, except to other members of the same class or with the express consent of the instructor.

<http://policy.umn.edu/Policies/Education/Education/CLASSNOTESSTUDENTS.html>

Scholastic Dishonesty and Student Conduct Code:

Any student found to have committed or to have attempted to commit misconduct as defined in this policy is subject to appropriate disciplinary action.

http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.pdf

Sexual Harassment:

Sexual harassment means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct as the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: <http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>

Statement on Climate of Inclusivity:

You are expected to be attentive during class, ask questions if you do not understand something, and to offer your opinion. You are also expected to listen respectfully to other students and to me when speaking. The University of Minnesota is committed to providing a safe climate for all students, faculty, and staff. All persons shall have equal access to its programs and facilities without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation. Racism, sexism, homophobia, classism, ageism and other forms of bigotry are inappropriate to express in this class. Reports of harassment are taken seriously, and there are individuals and offices available for help.

(or refer to

http://regents.umn.edu/sites/regents.umn.edu/files/policies/Equity_Diversity_EO_AA.pdf

Academic Freedom and Responsibility:

http://regents.umn.edu/sites/regents.umn.edu/files/policies/Academic_Freedom.pdf

Resources Available to You

Availability of Disability Resource Center (DRC):

The University of Minnesota is committed to providing all students equal access to learning opportunities. Disability Resource Center (DRC) is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations.

- Students who have, or think they may have, a disability (e.g. mental health, attentional, learning, vision, hearing, physical or systemic), are invited to contact DS to arrange a confidential discussion at 612- 626-1333 (V/TTY) or ds@umn.edu.
- Students registered with DS, who have a letter requesting accommodations, are encouraged to contact the instructor early in the semester to discuss accommodations outlined in their letter.

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via www.mentalhealth.umn.edu or contact Counseling/Consulting Services at 612-624-3323.

Disability Services: 180 McNamara, Minneapolis, 612-626-1333, <http://ds.umn.edu>

Academic Services:

If you would like additional help, please contact one of the offices listed below.

* Center for Writing	10 Nicholson Hall, Mpls	612-626-7579
** Student Academic Success Service	340 Appleby Hall, Mpls 199 Coffey Hall, St. Paul	612-624-3323

* Center for Writing – the information below is from their website:

Visit Student Writing Support for free face-to-face and online writing consultations for all University of Minnesota students – graduate and undergraduate – at all stages of the writing process. Access “Quick Help” for printable handouts and other online writing resources.

** Student Academic Success Service – the information below is from their website:

SASS was created to promote academic success at the University of Minnesota. While tutoring and advising are not offered, staff work with students in other balance and skill development areas that impact performance. Drawing from more than 40 years of experience, SASS has identified 5 core factors for academic success. These factors are integrated into each service offered and work to promote efficiency and effectiveness. We invite you to learn about these 5 factors and to contact us for more information about our services. Five core factors for college success include:

- Active Learning
- Self-Awareness
- Study Skills
- Life Balance
- Campus Engagement

CLASSROOM MEETING DATES AND ASSIGNMENT DUE DATES

CLASSROOM MEETING DATES

We will meet in the classroom for an hour and a half every Wednesday. During these meeting times, the Instructor will make announcements, demo anything relevant to the assignment, introduce an upcoming assignment, and clarify any confusion a student may be experiencing. In addition, all students will be expected to put their work up on the critique board and do a self-analysis of their work and/or assess peer work. Doing so, will gain a student critiquing points, which will be entered in the Canvas Grading book. However, please keep in mind that in addition to the classroom critique sessions, one can also receive feedback through the Canvas feedback forums, found in every assignment module, and by visiting the Lead Instructor and/or Teaching Assistant during designated office hours.

ASSIGNMENT DUE DATES/ TURNING IN AN ASSIGNMENT LATE

Due dates are given below. An assignment can be submitted up to two days (48 hours) after the due, with the exception of the very last assignment (see assignment handout). 10% of the total possible points will be deducted for being submitted late. After the late due date period, the assignment will no longer be accepted for grading. The assignment will receive a failing (F) grade if not submitted by then. If you believe you have a legitimate reason for turning in your assignment past the late due date period, please see "Make Up Work for Legitimate Absences".

ASSIGNMENT HANDOUTS

Handouts for all Assignments are on the Canvas course website. Handouts will not be provided in the classroom.

DATE CLASSROOM MEETINGS (every Wednesday) AND DUE DATES

WEEK 1

Wed., Jan. 17 Attendance taken. Syllabus distributed. Canvas site discussed. Visuals shown of course content. Introduce modular analysis assignment. Group exercise (ungraded).

WEEK 2

Mon., Jan. 22 Feedback forum for modular analysis design opens at 8:00am and closes at 8:00pm Sunday (to accommodate anyone turning their assignment in late).

Wed., Jan. 24 Introduce achromatic assignment. Critique modular analysis designs.

Fri, Jan. 26
by 8:00pm ONLINE DUE DATE FOR MODULAR ANALYSIS ASSIGNMENT.

WEEK 3

Sun., Jan. 28
by 8:00pm ONLINE DUE DATE FOR ANYONE SUBMITTING ASSIGNMENT LATE

Wed., Jan. 31 Notecard exercise (bring achromatic magazine cut-ups to work on points of emphasis). Critique achromatic scales (some may have in-an progress design ready for critique, otherwise, your scale should be up for critique, for sure).

WEEK 4

Wed., Feb. 7 Notecard exercise (bring red hue, with variations in value, to work on interpenetration). Critique achromatic designs (no critique points will be awarded until next week).

WEEK 5

Mon., Feb. 12 Feedback forum for achromatic design opens at 8:00am and closes at 8:00pm Sunday (to accommodate anyone turning their assignment in late).

- Wed., Feb. 14 Happy Valentine's Day Everyone! Notecard exercise (bring achromatic and green hue, with variations in both value and chroma to work on focal point). Introduce achromatic/monochromatic assignment. Critique achromatic designs.
- Fri., Feb. 16
by 8:00pm ONLINE DUE DATE FOR ACHROMATIC ASSIGNMENT.
- WEEK 6
Sun., Feb. 18
by 8:00pm ONLINE DUE DATE FOR ANYONE SUBMITTING ASSIGNMENT LATE
- Wed., Feb. 21 Notecard exercise (bring both warm and cool hues with variations in both value and chroma to work on the creation of depth using color). Critique of achro/monochromatic scales.
- WEEK 7
Mon., Feb. 26 Feedback forum for achro/monochromatic designs opens at 8:00am and closes at 8:00pm Sunday (to accommodate anyone turning their assignment in late).
- Wed., Feb. 28 Notecard exercise (bring any hues, values, or chromas desired by each person in the group to work on creating unity out of randomness). Critique of achro/monochromatic designs.
- Fri, March 2
by 8:00pm ONLINE DUE DATE FOR ACHROMATIC/MONCHROMATIC ASSIGNMENT.
- WEEK 8
Sun., March 4
by 8:00pm ONLINE DUE DATE FOR ANYONE SUBMITTING ASSIGNMENT LATE **AND** DUE DATE FOR THE PEER REVIEW OF A FELLOW CLASSMATE'S DESIGN.
- Wed., March 7 Notecard exercise (Take a look at the triad, tetrad, and split-complementary palettes as shown in the Canvas classroom under Pages>Final Project. As a group, decide which palette you want to work with and what hues within that palette. You will be working on how to avoid chaos when using multiple hues). Introduce hue/tint/shade assignment. Introduce additive/subtractive color mixing. Do additive/subtractive color mixing problems for each group.
- WEEK 9 SPRING BREAK – NO CLASSES THIS ENTIRE WEEK
- WEEK 10
Wed., March 21 Notecard exercise (bring blue hue with variations in just value to work on creating a high contrast design). Critique hue/tint/shade color mixings and scales.
- WEEK 11
Wed., March 28 Notecard exercise (bring same palette as last week, blue hue with variations in just value, to work on creating a low contrast design). Show examples of final projects and final portfolio title pages. Critique hue/tint/shade designs (no critique points will be awarded until next week).

WEEK 12

Mon., April 2 Feedback forum for hue/tint/shade designs opens at 8:00am and closes at 8:00pm Sunday (to accommodate anyone turning their assignment in late).

Mon., April 2 Forum for final project proposals opens at 8:00am.

Mon., April 2 Feedback forum for final projects opens at 8:00am. NOTE: you can only participate in this forum once your final project has been approved.

Wed., April 4 There will be no notecard exercise in class today. Critique hue/tint/shade designs. Introduce chroma bridge assignment. After-images for chroma bridge assignment will be done in class today. MAKE SURE YOU BRING THE FOLLOWING TO CLASS: 1) one 8 ½" x 11" 650 Crescent board, 2) Munsell HVC chart (completed earlier in the semester), 3) all ten Munsell color charts (i.e. 5R, 5Y, etc.)

Fri., April 6 ONLINE DUE DATE FOR HUE/TINT/SHADE ASSIGNMENT.

Sun., April 8
by 8:00pm ONLINE DUE DATE FOR ANYONE SUBMITTING ASSIGNMENT LATE **AND** DUE DATE FOR THE PEER REVIEW OF A FELLOW CLASSMATE'S DESIGN.

WEEK 13

Wed., April 11 Notecard exercise (This will be the last notecard exercise unless there is a tie between groups. Bring colors that communicate the emotion, "excited". Think about hue, value, and chroma!). Introduce weaving assignment. Enjoy seeing everyone's perceptual opposites charts and chroma bridge scales!

WEEK 14

Mon., April 16
at 8:00AM to
Sun., April 22 at
8:00pm TAKE ONLINE COURSE QUIZ.

Wed., April 18 If there was a tie between groups for the notecard exercise, we will hold a tie-breaker today! Introduce weaving assignment. Critique chroma bridge designs (no critique points will be awarded until next week).

WEEK 15

Mon., April 23 Feedback forum for chroma bridge designs opens at 8:00am and closes at 8:00pm Sunday (for anyone turning their assignment in late).

Wed, April 25 If there was a tie between groups for the notecard exercises, we will hold a tie-breaker today. Critique chroma bridge **AND** weaving designs (critique points will be awarded today for BOTH of these assignments!).

Fri., April 27 ONLINE DUE DATE FOR CHROMA BRIDGE ASSIGNMENT

Sat., April 28 Feedback forum for weaving designs opens at 8:00am and closes at 8:00pm Tuesday, May 1.

Sun., April 29
by 8:00pm ONLINE DUE DATE FOR ANYONE SUBMITTING ASSIGNMENT LATE **AND** DUE DATE FOR THE PEER REVIEW OF A FELLOW CLASSMATE'S DESIGN.

WEEK 16

Wed., May 2

Today is the last class period – YOUR FINAL PORTFOLIO IS DUE BY THE END OF YOUR SECTION'S CLASS PERIOD ENDING TIME. ALSO, THE WEAVING ASSIGNMENT IS DUE ON THIS DATE, IN YOUR FINAL PORTFOLIO (it is not submitted online at all). Your final portfolio can be turned in late for up to one half hour after that ending time but 10% of the total possible points you can earned will be deducted for being turned in during that half hour late period. The late points amount to a 14 point deduction.

FINAL PROJECT SUBMISSION DUE DATE AND ORAL PRESENTATION
FOR SECTION 001:

The due date for submission of your final project and an oral presentation is:

Tuesday, May 8, 10:30am – 12:30pm

12:30pm is the official ending time. **However**, if the last person present is done before 12:30pm, then the Instructor will end the presentation time and any Final Projects not turned in by this time will lose oral presentation points (you can still turn in the project itself up until 12:30pm and gain points for the project itself – just not points for the oral presentation). No final projects will be accepted after 12:30pm for a grade unless there has been a mitigating circumstance, which is documented on professional letterhead.

We will meet in our usual classroom, **Room 262 McNeal Hall**.

Please see handouts “Final Project” and “Final Project Grading” for detailed information.

GRADING OF COLOR FINAL PROJECTS AND GETTING YOUR FINAL COURSE GRADE:

The Instructor will be taking notes during your presentation and will also be photographing your project so that you are free to take your project with you following the last presentation. Final Project Grades will be entered into the Canvas Gradebook in a timely manner.