



# Art & Archaeology Department

Adapted Syllabus for Hybrid Learning

## ARTS 210: Color Theory

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### Course Description

Color Theory is the study of color and its resulting perceptual effects on 2D and 3D design. This course will cover the color wheel, color harmony, and the context of how colors are used. Students will focus on problem solving that promotes professional color presentation and craft.

**No prerequisites**

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### Hybrid Course Structure and Credits

This is a 3-credit hybrid course, that includes both regularly scheduled on-site classroom meetings, and significant online out-of-classroom components, that replace a second weekly regularly scheduled class meeting time. This course is delivered both in person and online via Blackboard, where you will interact with your classmates and instructor; approximately 51% face-to-face synchronous and 49% online asynchronous.

- **In class**, you will meet for two hours each week (**Tuesdays, 10-12pm**), where you will engage in hands-on studio exercises, and take part in brief discussions with your instructor and classmates. The instructor will give short lectures paired with technical demonstrations.
- **Online in Blackboard**, you will interact with the course content, your peers and instructor for approximately of two hours each week, where you will look over course related documents, PowerPoints and Keynotes, videos with an array of drawing techniques, and explore links to artists and art resources.
  - **Zoom link**, set up for any online asynchronous or synchronous discussions.
  - **Journal Tool**, for images of sketchbook work, drawing exercises/experiments and images of progress made on your extended project (there are four extended projects). The, *Journal*, is reserved for individual, student-to-instructor interaction. The instructor looks over your work and gives feedback.

- **Blog Tool**, for asynchronous discussions and conceptual exercises, including group critiques for completed projects. Occasionally students will be asked to share *Journal* images on the *Blog* for group discussions.
- **Out of class studio work**, includes technical and conceptual exercises (In your sketchbook or loose paper) and continual progress on extended projects. Time spent on studio work will vary but can at times equal the *In Class* and *Online Blackboard* time (approximately 2-4 hours per week).

## Required Readings

Course materials will be supplied as digital documents, PowerPoints/Keynotes and links. You are not required to purchase a book for this course.

## Course Outline (A more detailed course calendar will be added to Blackboard)

- Hue, value, and intensity
- Composition and Design
  - Elements of Art and the Principles of Design
- Color Harmony and Color Schemes
- Additive and Subtractive color mixing
- Color Psychology
- Final critique and portfolio review

## Materials

### Materials Provided

- Newsprint Paper
- Acrylic Paint
- Reusable Painting Palette
- Paint brushes
- X-Acto Knife
- Watercolor/mixed media paper and Sketchbook Pad

### Optional Materials

- Drawing Board, 19" x 25" or larger (extremely useful for out of class drawing)
- Large Clips for attaching pad and paper to drawing board
- Portfolio, 19" x 25" or larger, can be paper or cloth, or you can make your own from two pieces of chip board hinged with duct tape. For ease and comfort, I recommend a cloth or vinyl portfolio case with a strap. It is a little more expensive but it's worth it if it's raining or you're carrying heavy pads of paper around.
- Art Bin (or tackle box) to hold small supplies

## Objectives of the Course

- I. Understand how color behaves in relation to other colors
- II. Effectively use *color wheels* and *value maps*
- III. Learn to mix *additive* and *subtractive* color systems
- IV. Develop sensitivity to the perceptual characteristics of color
- V. Learn to create *balanced* and *chaotic* compositions with color
- VI. Manipulate *color* and *design* to effect mood

## Standards Covered in this Hybrid Course

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### Assignments

- Rubrics for assignments will be available in Blackboard

*\*Do not sign your extended projects; a signature when added to a drawing becomes part of the image and takes away from the other visual elements.*

### PROJECT 1

#### Porcelain Pattern; Use a Traditional Pattern to Explore Vale Gradation & Color Saturation

- Label all work leading up to each project (exercises, detail/studies, experiments and reference or inspiration images); be sure to note the specific project work is connected to (Examples; *Detail Sketch, Project 1, Cuddington* or *Thumbnail sketches, Project 1, Cuddington*).
- Sketchbook, notes, thumbnail sketches, rough mock-ups and experiments (leading up to Project 1), should be posted to the *Blackboard Journal Tool* and in-progress project images are to be posted to the *Classroom Blog*. You are required to post your work leading up to projects to the *Journal Tool*, but you also have the option to post this work to the *Classroom Blog* if you find it helpful. Keeping notes and consistently sketching is extremely useful for students to develop complexity of artwork and increases the ability of ease student to contribute constructive dialog.

### PROJECT 2

#### Goethe Mosaic; Dynamic Design Using Variation in Color Proportion

*Inspiration link*

<https://www.brainpickings.org/2012/08/17/goethe-theory-of-colours/>

- Label all work leading up to each project (exercises, detail/studies, experiments and reference or inspiration images); be sure to note the specific project work is connected to (Examples; *Detail Sketch, Project 2, Cuddington* or *Thumbnail sketches, Project 2, Cuddington*).
- Sketchbook, notes, thumbnail sketches, rough mock-ups and experiments (leading up to Project 2), should be posted to the *Blackboard Journal Tool* and in-progress project images are to be posted to the *Classroom Blog*. You are required to post your work leading up to projects to the *Journal Tool*, but you

also have the option to post this work to the *Classroom Blog* if you find it helpful. Keeping notes and consistently sketching is extremely useful for students to develop complexity of artwork and increases the ability of ease student to contribute constructive dialog.

### **PROJECT 3**

#### **Minimalism; Building with Colored Blocks**

- Label all work leading up to each project (exercises, detail/studies, experiments and reference or inspiration images); be sure to note the specific project work is connected to (Examples; *Detail Sketch, Project 3, Cuddington* or *Thumbnail sketches, Project 3, Cuddington*).
- Sketchbook, notes, thumbnail sketches, rough mock-ups and experiments (leading up to Project 3), should be posted to the *Blackboard Journal Tool* and in-progress project images are to be posted to the *Classroom Blog*. You are required to post your work leading up to projects to the *Journal Tool*, but you also have the option to post this work to the *Classroom Blog* if you find it helpful. Keeping notes and consistently sketching is extremely useful for students to develop complexity of artwork and increases the ability of ease student to contribute constructive dialog.

### **PROJECT 4**

#### **Color Harmony/Psychology; Transform Mood by Altering Color Palettes**

- Label all work leading up to each project (exercises, detail/studies, experiments and reference or inspiration images); be sure to note the specific project work is connected to (Examples; *Detail Sketch, Project 4, Cuddington* or *Thumbnail sketches, Project 4, Cuddington*).
- Sketchbook, notes, thumbnail sketches, rough mock-ups and experiments (leading up to Project 4), should be posted to the *Blackboard Journal Tool* and in-progress project images are to be posted to the *Classroom Blog*. You are required to post your work leading up to projects to the *Journal Tool*, but you also have the option to post this work to the *Classroom Blog* if you find it helpful. Keeping notes and consistently sketching is extremely useful for students to develop complexity of artwork and increases the ability of ease student to contribute constructive dialog.

### **PORTFOLIO REVIEW**

At the semesters end students will arrange all of the digital images of the semesters work into a portfolio for the instructor to review. The instructor will look over all of the work, examining the portfolio for effort, quality, and progress. The instructor will also seek out strengths and weaknesses and determine if the student was receptive to feedback. The review will be critical and constructive.

Requirements / Grading Breakdown	Points

Attendance and Participation	Face-to-face and Online	5
Project 1	Porcelain Pattern; Use a Traditional Pattern to Explore Vale Gradation & Color Saturation	20
Project 2	Goethe Mosaic; Dynamic Design Using Variation in Color Proportion	20
Project 3	Minimalism; Building with Colored Blocks	20
Project 4	Color Harmony/Psychology; Transform Mood by Altering Color Palettes	20
Portfolio Review	Digital images of the semesters work	15
<b>Total points</b>		<b>100</b>

## College and Department Policies and Expectations

- The demonstration of the ability to write and speak Standard English will be included in the grade evaluation. **Point deductions will occur for written work containing spelling, grammatical, and word usage errors.**

\*Never fall in love with your first draft! PROOFREAD all of your written assignments. Your written work is a reflection of your training, professionalism, and commitment. It's your way of communicating to me what you know. This is important as you become professionals in your field. Written work is to be free of spelling and grammatical errors. Grades for assignments that include such errors will be reduced.

- **Honor Code and Plagiarism:** Students are expected to understand and follow the Hood College Honor Code. Neither giving nor receiving unauthorized aid is permitted. It is expected that any information you collect is accurate to the best of your ability and that you write your assignments in your own words. All ideas and information taken from outside sources must be properly cited and referenced. Expulsion from the program may result from documented plagiarism. Undergraduate students are required to write and sign the following Honor Code Pledge on all submitted work: ***I have neither given nor received any unauthorized assistance on this assignment.***

- **Plagiarism:** Whenever words or ideas are taken from another source, that source must receive credit. Direct quotations must be in quotation marks. Paraphrases must be referenced. Please see <http://www.plagiarism.org/index.html> for more information about plagiarism. Plagiarized assignments will receive a zero. If you have questions about how to cite material or prepare a reference list, consult: <http://apastyle.org/> or American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (Sixth Edition). Washington, DC.

- **Academic Standards and Conduct:** These policies and procedures are listed in the current Hood catalog and can be accessed online at [www.hood.edu](http://www.hood.edu). You are required to be familiar with these regulations and agree to comply with them.

- **Blackboard Policy:** If a student fails to submit images of required in-progress, activities, exercises identified in this Hybrid course as well as compile and submit images for the end of the semester Portfolio Review, then the student will receive a grade of F on that assignment. This may also result in a grade of F for the course, depending on the weight of the assignment in determining the overall course grade.

- **Technology Requirements:** You will need regular and dependable access to a computer and the internet. All registered students may use the on-campus computers and printers for this course if necessary. We will use Blackboard for activities, announcements, email, and assignments.

- **Attendance Policy:** Due to the nature and design of this hybrid style course, attendance is expected to all synchronous class sessions. Points will be deducted from your attendance grade when you miss a class. If you are absent from class, it is **your responsibility** to secure any notes from a classmate. You should also contact the instructor **prior** to class to explain the absence.
- **Late Assignments:** Material may be submitted beyond the due date ONLY if legitimate, mitigating circumstances are explained to me **PRIOR to the due date. Nevertheless, you will receive partial credit for the assignment.** (except for presentation dates which are accepted at the appointed time only). Deductions are as follows: 1 calendar day late = 10 points will be deducted, 2 days late = 20 points will be deducted. **If an assignment is not submitted by the 2nd calendar day late; you will receive no credit.** Complying with due dates is essential for the successful development of this class.
- **Grading Policy:** For assignments that are redone, the original grade and the new grade should be averaged. If assignments are redone and resubmitted, all versions should be submitted to the end of the semester portfolio review.
- **Use of Electronic Devices:** The use of any electronic communication devices for personal use is prohibited during face-to-face class time unless prior approval has been granted. Cell phones must be kept on vibrate mode during class sessions. It is expected and required that you will keep your cell phone in your book bag or purse. If you have an **emergency** that may require you to take a call during class, please see course instructor prior to the start of class to explain. Computers can be present and open only when necessary for the class work, or if requested by the instructor. Do not open laptops in class unless cleared with instructor. Course instructor also will have cell phone in vibrate mode for emergency purposes only.
- **Student Accommodations:** If you require accommodations in this course, you must present a letter to the instructor from the Accessibility Services Office (x3421) indicating the existence of a documented need for accommodations.
- **Professionalism:** Professionalism is expected and required. All students are expected to be prepared for class and participate in activities and discussions. Respect for the course instructor as well as other class members should be shown at all times. In that regard, how you speak to your classmates as well as the presentation of studio work, should be considered during the semester; especially important when documenting and submitting extended projects.
- **Course Outline:** The outline of course topics and assignments may be modified at my discretion at any point during the semester AND it is YOUR responsibility to update the syllabus and calendar. When things are changed, it is usually for your benefit. Make sure to bring your calendar (hard copy) to each class to write in necessary information. The calendar posted on Blackboard may not be up to date. It is YOUR responsibility to update the info for yourself.

## Discussion Participation

Students are expected to participate in all discussions. You will need to participate in our discussions on at least two different days each week, with your first post due no later than Wednesday evening, and your second and third posts due by the end of each week.

## Guidelines for a Productive Hybrid Course

Students are expected to conduct themselves in the course (for example, in the classroom, on discussion boards and in email) in compliance with the college's regulations and Netiquette.

All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.

Active interaction with peers and your instructor is essential to success in this hybrid course, paying particular attention to the following:

- Unless indicated otherwise, please review the readings and other instructional materials for each week before participating in the discussion board.
- Read your posts carefully before submitting them.
- Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
- Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.

### **Makeup Due Dates/Critique Participation**

Makeup due dates and missing the required participation in project critiques will be given only for missed deadlines excused in advance by the instructor. Extensions will generally not be given after the absence has occurred, except under very unusual circumstances.

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## **Academic Honor Code**

All Hood undergraduates affirm on each class assignment that they “have neither given nor received any unauthorized aid.” Cheating or plagiarism—any unacknowledged use of another person’s language or ideas—is thus both an affront to the general standards of conduct on which an intellectual community depends and a specific violation of the Honor Code. As such, these offenses are treated seriously and may lead to severe disciplinary action, including dismissal from the College. For a full description of the policies and procedures of the Honor Code, contact the dean of students.

Students wishing advice on the proper use and acknowledgment of scholarly materials should consult their individual instructors, the library staff and any of the several reliable guides to scholarly writing that these sources may recommend.

Copyright Statement: Hood College affirms the obligation of its faculty, staff, and students to comply with all Federal copyright laws (Title 17, United States Code). Copyright law gives copyright holders (writers, publishers, artists, etc.) exclusive rights to distribute, copy, perform, or publicly display, their own original works. The College recognizes its obligation to promote the rights and responsibilities granted under this law. Hood College assumes that any questions regarding copyright, as they apply to materials for instructional or other College use, will be resolved prior to the use of those materials on College-owned equipment or in College-

sanctioned activities.

As members of an institution with an established Honor System emphasizing intellectual integrity, the Hood College community should recognize their responsibility to follow the law and to model it for others. All members of the College community are responsible for complying with College guidelines regarding the legal use of copyrighted materials, regardless of their format or the purpose for which they are used, and for complying with the requirements of copyright law, including obtaining required permissions to use copyrighted materials. Members of the Hood community who willfully disregard copyright law do so at their own risk and assume any liability, which may include criminal, and/or civil penalties. In addition, disciplinary action may be taken as outlined a) for students, in the Bylaws of the Student Government Association (Judicial System), b) for faculty, in the Faculty Code (Termination or Sanctions for Cause), and c) for staff, in the Staff Handbook (Section 405.3).

Peer-to-Peer File Sharing: Uploading or downloading works protected by copyright without the permission of the copyright owner is an infringement of the copyright owner's exclusive rights of reproduction and/or distribution. Anyone found to have infringed a copyrighted work may be liable for statutory damages up to \$30,000 for each work infringed and, if willful infringement is proven, liability may be increased up to \$150,000 for each work infringed. An infringer of a work may also be liable for the attorney's fees incurred by the copyright owner to enforce his or her rights. The files distributed over peer-to-peer networks are primarily copyrighted works, and there is a risk of liability for downloading material from these networks. There are currently many "authorized" services on the Internet that allow consumers to purchase copyrighted works online, whether they be music, e-books, or motion pictures. By purchasing works through authorized services, consumers can avoid the risks of infringement liability.

The Digital Millennium Copyright Act: The DMCA is a response to concerns regarding the pirating and distribution of digital materials, and it helps to clarify how copyright relates to those materials. The DMCA criminalizes the development of technologies intended to circumvent devices (such as passwords or encryption) that limit access to copyrighted material, and it also criminalizes the act of circumvention itself. Institutions of higher education that act as Internet Service Providers (such as Hood College) are granted limited liability for copyright infringement involving the use of their networks if they take steps to designate a local agent to receive notices regarding instances of infringement over the local network and for effecting a "take-down" of the infringing material. The Library Director will provide contact information for Hood's Take-Down Officer.

Instructor reserves the right to alter the syllabus.

**STUDENT SUCCESS TEAM – Beneficial-Hodson Library & Learning Commons Suite 1027**  
**Mission**



The Student Success Center promotes an accessible, enriching, and supportive community that fosters success for each diverse member of Hood College.

### **Core Values**

- Differences such as age, race, gender, nationality, sexual orientation, ability, preferred learning modality and background enrich Hood's learning and work environments. We promote full equity and inclusion for all community members and believe each student has the potential to be successful and persist to degree completion.
- We believe academic support services should be accessible to every student; they teach fundamentals for college success.
- We work with students to help them create and refine an educational plan through reflection on personal strengths and goals, development of self-advocacy and growth mindset, understanding of campus processes and resources, and active engagement in programs and opportunities.
- We value collaboration and communication with campus colleagues and encourage students to use available support systems.
- We advocate for students within the College community to promote student success.
- We engage in continual assessment and utilize the strengths and ideas of our team members to improve our services.

### **Contact Information**

Phone: 301-696-3952

Fax: 301-696-3952

Email: [studentsuccess@hood.edu](mailto:studentsuccess@hood.edu)

### **Hours of Operation**

Monday – Friday, 8:30-5pm

*\*During scheduled breaks and summer, hours of operation may vary.*