

Department of Art & Art History  
University of Utah

## **ARTX 2000-090** **Computers and the Arts**

# **Class Syllabus**

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**Instructor:** Lewis J. Crawford, MFA

**Pronouns:** he/his/him

**Email:** Preferably [via Canvas](#)

[lewis.crawford@utah.edu](mailto:lewis.crawford@utah.edu)

**Office:** [FMAB – RM 100A](#)

**Office Hours:** [By appointment](#)

**Communication:** Please email me through Canvas because it automatically tags you with your class. I try to respond to all emails within 12 hours. If it is on the weekend, I will respond within 24 hours.

**Semester:** Spring 2022

**Class Time:** Online

**Fulfills:** Required for either the Minor in Interdisciplinary Arts and Technology or Certificate in Arts Technology. 3 Credit Hours.

**Prerequisites:** There are no prerequisites for this course.

### **Course Fee Explanation:**

The course fee is included in your tuition. The fee covers the cost of maintaining the digital database, developing high-quality online offerings, and funds the supporting technologies and services to help you succeed.

### **Course Description:**

The course introduces several computer applications as visual and expressive tools. Students will learn through hands-on tutorials and projects that implement raster and vector imaging, web design, interactive animation, and digital video editing. Each project integrates previously learned theory with new concepts to create multifaceted interactive artwork.

### **Course Objectives:**

Students learn digital art basics through this course using online lectures, discussions, readings, and demonstrations. The students will then apply this knowledge to complete skill-sets and projects. The course focuses on translating the history and fundamental essentials of digital art, color, composition, and design and how to apply them to real-world challenges and projects. Students will get a strong understanding of utilizing software, primarily the Adobe Create Cloud Suite, to synthesize their skills into digital art. This course is the foundation for other Arts and Technology Minor/Certificate courses.

### **Course Outcomes:**

By the end of the semester, students should demonstrate the following skills:

- How to incorporate and demonstrate a basic understanding of composition, color, and design theory and its application to digital art.
- You will know how to create vector and pixel art and use them in video and web art.
- The ability to apply and execute artistic concepts using the Adobe Creative Cloud suite of software, primarily the following programs:

- Photoshop
- Illustrator
- Premier Pro
- Portfolio
- Mobile apps
- You will be able to demonstrate how to utilize digital technology in artistic practice.
- You will also demonstrate your ability to analyze and provide constructive criticism of digital art.

## **Class Policies:**

### **Class structure:**

This is an online course and set up using four Modules within Canvas. Each module will focus on a different aspect of the digital art-making process and some of the tools and techniques used to create art within the discipline. The four modules are Vectors, Pixels, Video, and basic Web art. There are readings, quizzes, discussion/presentation videos, wiki pages, demonstration videos, skill-sets, and projects within each module. Each item within a module has a due date and time, but the course is structured so you can complete everything ahead of schedule. There are a few critique assignments that must be completed on the due dates. As a three-credit course, I expect you to spend at least six to nine hours a week working on everything.

### **Accommodations Policy:**

Some of the lectures, discussions, readings, or other materials in this course may include information, ideas, and/or theories that conflict with some students' core beliefs. For example, some of the material we screen/view may be rated "mature" and/or deal with sexuality and violence issues. These are appropriate topics for a class in the Department of Art & Art History, and they are necessary for a full understanding of the histories and practices in the arts. Please review the syllabus carefully to be sure this is a course you are committed to taking. Please also refer to University of Utah Academic Policy 6-100-3-Q: <http://regulations.utah.edu/academics/6-100.php>

If you have accommodations through the Center for Disability & Access, please have them email me the letter as soon as possible, so I know how to help you succeed in this course. You must have them email me a letter for these types of accommodations.

## **Assignments:**

### **Projects:**

Projects are designed to explore aesthetic concepts discussed within each module. There is one large project for each module. We will use these projects to understand what makes an effective and engaging work of art. Each of the project's details is provided in Canvas, stating the goals, due dates, and evaluation criteria rubric.

### **Skill-Sets:**

Skill-sets are short-term assignments geared to understand better the digital tools or concepts needed to complete your projects. Students need to use these assignments as creative expression opportunities while also learning the software's key elements. With these assignments, the student needs to show they are learning and mastering the skills and tools. Each skill-set will also have a grading rubric, so you know what to expect.

### **Readings/Writings/Quizzes/Peer Review:**

- You will have several "reading" assignments from various sources for each of the modules. Readings may include text, videos, or audio clips.
- To check you have "read," you will submit your notes.
- For some of the "readings," you will be required to complete a short quiz.
  - Most of the quizzes will be based on information from the wiki pages and deal with using the software.
- There will be four different peer-review assignments to help you learn how to critique and receive feedback from your classmates.

## Grading:

### Grading Policy:

- All assignments **MUST** be turned in by the due date and time listed in Canvas.
  - As previously noted, you may submit an assignment before the due dates and times.
  - Some assignments are submitted in Canvas, while others are submitted in Box.
- If an assignment is late, you will lose 15% off the possible points for each day late. You have **FOUR** days to complete each assignment. If it is not completed within those four days, you will receive no points.
- **You MUST submit the final project on time – no exceptions!**
- All Peer Review assignments **MUST** be completed on their due dates, with no exceptions.

If a student is not happy with a grade, the assignment may be reworked and submitted for a regrade. However, the regrade points are only worth half. The original assignment must be turned in on time to qualify for a regrade. You can resubmit an assignment for a regrade two times. **Late assignments and the final project are not eligible for regrading.** You have until the last day of classes to submit anything for a regrade.

If a student wishes to discuss grades, please set up an appointment.

### Grading Criteria:

Grading for each project and skill-set will use the following criteria. For each assignment, especially for skill-sets, the criteria may change. Refer to the rubric in Canvas.

- |                           |  |
|---------------------------|--|
| 1. Understand             | Did you turn in what was asked?                              |
| 2. Concept/Subject        | How well does the work presented fit the assignment details? |
| 3. Composition/Design     | How well does do you use composition/design/color rules?     |
| 4. Software               | How well did you use the software?                           |
| 5. Execution/Presentation | How well was the assignment presented?                       |

You will receive a graded rubric for each assignment. It will show the breakdown for each of the criteria, as well as my comments.

### Reading/Writings/Quiz/Peer-Review assignments:

Each of these assignments will have a rubric or grading criteria connected to it. When required to submit notes on a reading, I grade on the quality of the notes you present. Almost all the quizzes are instantly graded unless there is a short answer question. I'll grade each of those based on the quality of the answer you provide. For Peer-Review assignments, you will be awarded points based on the quality and quantity of your reviews.

### Weighted Grading Scale:

Assignment	Percent of Grade
<b>Projects</b>	<b>45%</b>
<b>Skill Sets</b>	<b>40%</b>
<b>Readings/Writings/Quizzes/Peer Reviews</b>	<b>15%</b>
	<b>100%</b>

### Grading Standards:

The final grade is determined by a total of all the points received throughout the semester.

Letter	Percentage	Grade Pts.	Descriptions
A	94-100	4.0	Excellent work that meets the highest standards of the class; superior comprehension and integration of course materials;

			outstanding commitment to class objectives. "A" work exhibits creativity and insight.
A-	90-93	3.7	
B+	87-89	3.3	
B	84-86	3.0	Quality and quantity of work is above average and exhibits clear focus; demonstrates improvement throughout the course; solid comprehension of course material and commitment to course objectives. "B" work meets all course requirements.
B-	80-83	2.7	
C+	77-79	2.3	
C	74-76	2.0	Satisfactory work that meets the minimum requirements but may exhibit a lack of initiative, commitment, or significant improvement; Comprehension of basic concepts is satisfactory, with further integration or exploration encouraged. "C" work is considered average.
C-	70-73	1.7	
D+	67-69	1.3	
D	64-66	1.0	Work that fails to meet the course requirements; initiative and commitment are seriously lacking. Comprehension of course material and competencies are below average and needs considerable improvement.
D-	60-63	0.7	
E	0-65	0	Quality and quantity of work are unacceptable. Course requirements and competencies have not been met.
I			Given and reported for work incomplete because of circumstances beyond the student's control (such as illness or enforced absence). University of Utah Academic Policy 6-100-3-G2 states, "The grade of I should be used only for a student who is passing the course and who needs to complete 20% or less of the course." Students receiving an "I" should complete the coursework for the class without needing to attend any additional classes. Please see: <a href="http://regulations.utah.edu/academics/6-100.php">http://regulations.utah.edu/academics/6-100.php</a>

## Course Materials:

### Textbooks/Readings:

There is no specific textbook, but we will use quite a few articles. You will find them in Canvas.

### Adobe Creative Cloud:

All University of Utah students receive an Adobe Creative Cloud account. We will go over how to download the programs to your computer. If you want to set it up earlier, go to [https://software.utah.edu/faq/license/adc/named\\_2017\\_new.php](https://software.utah.edu/faq/license/adc/named_2017_new.php) and follow the instructions.

### Box:

All University of Utah students receive a subscription to Box. Your account provides you with 1 TB of cloud space. If you want to explore, go to <http://box.utah.edu>. You will be turning in several assignments using Box. I suggest you download the Box Drive app to your computer.

### **Microsoft Office 365:**

All University of Utah students receive a subscription to Office 365. It provides you with access to most of the Microsoft Office 365 programs plus 1 TB of cloud space. To access the cloud, you need to go to <https://o365cloud.utah.edu/>, follow the instructions, and select the Login button. You'll need to log into this to access many of the lectures.

### **Google Drive:**

All University of Utah students receive an account with Google Drive. It provides you with access to almost all the Google apps plus UNLIMITED cloud space. To access this account, go to <https://gcloud.utah.edu/> and follow the instructions.

## **Resources:**

### **COVID-19 Campus Guidelines:**

Boosters are now available for all people over 18 who have previously received a COVID-19 vaccine. [Learn more about the boosters here.](#)

Students who attend the University of Utah are required to be fully vaccinated against measles, mumps and rubella (MMR). With the full FDA approval of the Pfizer COVID-19 vaccine, the university is also requiring COVID-19 vaccination. [Read more about the requirement.](#)

University leaders have sent a campus-wide statement calling on the campus community to take specific actions as coronavirus transmission rates rise in the Salt Lake Valley. Read that message [here.](#)

Those actions include:

- **Get vaccinated** if you have not already done so.  
Visit
  - [mychart.med.utah.edu](https://mychart.med.utah.edu)
  - [alert.utah.edu/covid/vaccine](https://alert.utah.edu/covid/vaccine)
  - Or [vaccines.gov](https://vaccines.gov) to schedule your vaccination.
- **If you are not yet vaccinated, get weekly asymptomatic coronavirus tests.** Free asymptomatic testing is available to all students (as well as faculty and staff) as they return to campus, and coronavirus tests were required for students living in university housing at move-in. For more information or to schedule an asymptomatic coronavirus test, visit [alert.utah.edu/covid/testing](https://alert.utah.edu/covid/testing). Those who are vaccinated may also sign up for asymptomatic testing in case of exposure.
- **Follow CDC guidelines regarding face masks, which now call for everyone to wear face masks indoors.**
- Faculty, student, and staff leaders are encouraged to **model the vaccination, testing, and masking behaviors** we want to see in our campus community. More information about masking guidelines [can be found here.](#)

### **Student Mental Health Resources**

- Rates of burnout, anxiety, depression, isolation, and loneliness have noticeably increased during the pandemic. If you need help, reach out for campus mental health resources, including counseling, training, and other support.
- Consider participating in a [Mental Health First Aid](#) or other [wellness-themed training](#) provided by our Center for Student Wellness and sharing these opportunities with your peers, teaching assistants, and department colleagues.

**Students are required to self-report if they test positive for COVID-19. To report, please contact:**

**COVID-19 Central @ The U**  
801-213-2874  
[coronavirus.utah.edu](https://coronavirus.utah.edu)

**Campus Safety:**

The University of Utah values the safety of all campus community members. To report suspicious activity or request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more safety information and to view available training resources, including helpful videos, visit [safeu.utah.edu](http://safeu.utah.edu).

**Americans with Disabilities Act (ADA) Statement:**

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

**Addressing Sexual Misconduct (Title IX):**

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status, or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

**Center for Wellness & University Counseling Center:**

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources, contact the Center for Student Wellness - [www.wellness.utah.edu](http://www.wellness.utah.edu); 801-581-7776; and the University Counseling Center: [counselingcenter.utah.edu](http://counselingcenter.utah.edu), 801-581-6826.

**Office of Equity and Diversity:**

The University of Utah is deeply committed to enhancing the success of diverse faculty, students, and staff, as part of our broader goal to enrich the educational experiences and success of all members of our University community. We recognize that a diverse and inclusive University enriches the educational experiences of all students and enhances our excellence as a world-class institution for 21st Century learners. The Office for Equity and Diversity is proud to lead the University's efforts to support the success and achievement of faculty, students, and staff who self-identify as African American, Latina/o or Chicana/o, Asian American, Pacific Islander, American Indian, members of the Lesbian, Gay, Bisexual, Transgender and Questioning community, and women in underrepresented fields. [diversity.utah.edu](http://diversity.utah.edu), 801-581-7569.

**Veterans Center:**

If you are a student veteran, I want you to know that the U of Utah has a Veterans Support Center on campus. They are in Room 161 in the Olpin Union Building. Hours: M-F 8-5 pm. Please visit their website for more information about what support they offer, a list of ongoing events, and links to outside resources: [veteranscenter.utah.edu](http://veteranscenter.utah.edu). Please also let me know if you need any additional support in this class for any reason.

**Women's Resource Center:**

The Women's Resource Center (WRC) at the University of Utah serves as the central resource for educational and support services for women. Honoring the complexities of women's identities, the WRC facilitates choices and changes through programs, counseling, and training grounded in a commitment to advance social justice and equality. [womenscenter.utah.edu](http://womenscenter.utah.edu)

**Arts Pass:**

Arts Pass makes it possible for students to use their UCard to get free/discounted tickets to hundreds of arts experiences on campus each year. The pass is open to all University of Utah students. It lets you participate in screenings, performances, concerts, and exhibitions by our students and faculty and also provides free or discounted access to the professional arts organizations on campus: UtahPresents, Pioneer Theatre Company, and the Utah Museum of Fine Arts. To learn more about Arts Pass and a schedule of upcoming events, visit this website: [finearts.utah.edu/arts-pass](http://finearts.utah.edu/arts-pass).

**Non-Contract Statement:**

This syllabus is meant to serve as an outline and guide for the course. Please note that the instructor may modify it at any time with reasonable notice to students. The instructor may also modify the schedule at any time to accommodate the needs of the class. Should you have any questions or concerns about the syllabus, it is your responsibility to contact the instructor for clarification.

**CLASS SCHEDULE**

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	<p>Jan 10</p> <p>Introduction. Go over Syllabus. Go over Adobe Creative Cloud and Box.  <b>Demo:</b> Intro to Illustrator - Workspaces</p>	<p>Jan 11</p> <p><b>Due:</b> Syllabus Quiz</p> <p><b>Discuss:</b> The difference between vector and pixel.  <b>Demo:</b> Intro to Illustrator - Artboards, Shape Tools  <b>Assign:</b> Project #1 - Rock Poster Re-Dux</p>	<p>Jan 12</p> <p><b>Due:</b> Reading #1 - Composition &amp; Vector Vs. Raster Quiz</p> <p><b>Discuss/Demo:</b> Composition. Illustrator - Select/Direct Select tools</p>	<p>Jan 13</p> <p><b>Discuss/Demo:</b> More Illustrator - Layers &amp; Object Alignment, Shape Builder Tools  <b>Assign:</b> Skill-Set #1 - The Composition of Simple Shapes</p>	<p>Jan 14</p> <p><b>Demo:</b> More Illustrator - Drawing Modes &amp; Clipping Masks</p>
2	<p>Jan 17</p> <p>Martin Luther King Jr. Day</p>	<p>Jan 18</p> <p><b>Due:</b> Skill-Set #1</p> <p><b>Discuss:</b> Logos &amp; Sketching</p>	<p>Jan 19</p> <p><b>Due:</b> Reading #2 - Text</p> <p><b>Demo/Discuss:</b> Type  <b>Assign:</b> Skill-Set #2 - Visual Onomatopoeia</p>	<p>Jan 20</p> <p><b>Demo/Discuss:</b> Basics of color in Illustrator &amp; How to Critique.  <b>Assign:</b> How to Critique</p>	<p>Jan 21</p> <p><b>Discuss:</b> Icons  <b>Demo:</b> More Tools in Illustrator - Stroke Width</p>
3	<p>Jan 24</p> <p><b>Due:</b> Reading #3 &amp; Icons Quiz</p>	<p>Jan 25</p> <p><b>Due:</b> Skill Set #2 &amp; Project #1 Part A Check-In</p>	<p>Jan 26</p> <p><b>Due:</b> How to Critique</p> <p><b>Demo:</b> Pen and Pencil Tools.  <b>Assign:</b> Skill-Set #3 - Monster under the Bed</p>	<p>Jan 27</p> <p><b>Demo:</b> More advanced Tools in Illustrator - Gradients, Effects</p>	<p>Jan 28</p> <p><b>Due:</b> Project #1 Part A - Rock Poster Re-Dux</p>
4	<p>Jan 31</p> <p><b>Due:</b> Skill-Set #3</p>	<p>Feb 1</p> <p><b>Demo:</b> Illustrator Brush tools</p>	<p>Feb 2</p> <p>Work day</p>	<p>Feb 3</p> <p><b>Due:</b> Project #1 Part B - Rock Poster Re-Dux</p>	<p>Feb 4</p> <p><b>Due:</b> Project #1 Part B -Peer Reviews</p>
5	<p>Feb 7</p> <p><b>Due:</b> Reading #4 - The Beginnings of Composite Art  <b>Discuss/Demo:</b> Dada &amp; the Art of the Composite. Intro to Photoshop - Workspaces.  <b>Assign:</b> Project #2 - Abstracting Yourself</p>	<p>Feb 8</p> <p><b>Discuss/Demo:</b> More Photoshop - Tools and Layers.</p>	<p>Feb 9</p> <p><b>Discuss/Demo:</b> Color and its meaning.</p>	<p>Feb 10</p> <p><b>Discuss/Demo:</b> Color correction in Photoshop - Levels, Curves, Hue/Saturation  <b>Assign:</b> Skill-Set #4 - Color Me Moody</p>	<p>Feb 11</p> <p>Work day</p>
6	<p>Feb 14</p> <p><b>Due:</b> Color Quiz &amp; Skill-Set #4</p>	<p>Feb 15</p> <p><b>Discuss/Demo:</b> Vector tools in Photoshop - That pen, again.  <b>Assign:</b> Skill-Set #5 - Baldessari Was Onto Something.</p>	<p>Feb 16</p> <p><b>Due:</b> Reading #5 - "Uses of Photography"</p>	<p>Feb 17</p> <p><b>Due:</b> Skill-Set #5</p>	<p>Feb 18</p> <p><b>Due:</b> Project #2 Check-In</p> <p><b>Demo:</b> Selection Tools &amp; Blend Modes  <b>Assign:</b> Skill-Set #6 - So, You Think You Can Be Banksy?</p>
7	<p>Feb 21</p> <p>Presidents Day</p>	<p>Feb 22</p> <p><b>Discuss/Demo:</b> Photoshop Crop tool</p> <p><b>Due:</b> Skill-Set #6</p>	<p>Feb 23</p> <p><b>Demo:</b> The Paintbrush  <b>Assign:</b> Skill-Set #7 - Brush Up against Your Monster!</p>	<p>Feb 24</p> <p><b>Discuss/Demo:</b> Photoshop Touch-Up tools</p>	<p>Feb 25</p> <p>Work day</p>
8	<p>Feb 28</p> <p><b>Due:</b> Skill-Set #7</p>	<p>Mar 1</p> <p>Work day</p>	<p>Mar 2</p> <p>Work day</p>	<p>Mar 3</p> <p><b>Due:</b> Project #2 - Photoshop</p>	<p>Mar 4</p> <p><b>Due:</b> Project #2 Peer Reviews</p>



**CLASS SCHEDULE**

Week	Monday	Tuesday	Wednesday	Thursday	Friday
<b>9</b>	Mar 7	Mar 8	Mar 9	Mar 10	Mar 11
<b>Spring Break</b>					
<b>10</b>	Mar 14 Due: Reading #6 - History of Video Art Discuss/Assign: Project #3 - Video Poem	Mar 15 Demo/Discussion: Intro to Premier Pro. How to organize videos. Basic video formats. Assign: Skill-Set #8 - Just Fading Away (or Dissolving)	Mar 16 Demo: Tools & Transitions in Premiere Pro.	Mar 17 Demo: Key Frames & Editing Audio in Premiere Pro	Mar 18 Discuss/Demo: Storyboards
<b>11</b>	Mar 21 Due: Skill Set #8	Mar 22 Demo: Working with still images in Premiere Pro. Assign: Skill-Set #9 - My Pictures are Singing to Me	Mar 23 Demo: Text in Premiere. Photoshop & Illustrator integration.	Mar 24 Demo: Effects in Premiere Pro	Mar 25 Work day
<b>12</b>	Mar 28 Due: Skill-Set #9	Mar 29 Demo: Intro to Adobe Audition for more advances audio editing.	Mar 30 Due: Project #3 Check-in & Storyboard	Mar 31 Work day	Apr 1 Work day
<b>13</b>	Apr 4 Work day	Apr 5 Work day	Apr 6 Work day	Apr 7 Due: Project #3 - Video Poem	Apr 8 Due: Project #3 Peer-Reviews
<b>14</b>	Apr 11 Due: Reading #7 - History of Internet Art	Apr 12 Demo: Adobe My Portfolio. Assign: Skill-Set #10	Apr 13 Due: Skill-Set #10 - Website URL	Apr 14 Demo: Basics of HTML and CSS Assign: Skill-Set #11 - Typing Code & CSS	Apr 15 Work day
<b>15</b>	Apr 18 Discuss: What makes a good website and Site maps. Due: Skill-Set #11	Apr 19 Due: Project #4 Check-In Website Map	Apr 20 Work day	Apr 21 Work day	Apr 22 Work day
<b>16</b>	Apr 25 Due: Project #4	Apr 26 Last Day of Classes. Website Reviews due by the end of the day.	Apr 27 Reading Day		

(Schedule is subject to change and may be revised as we progress through the semester)