

## SPRING 2016 ID 240 SYLLABUS

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| INSTRUCTOR | Sherrill Halbe, Ph.D., ASID, CID, IDEC                              |
| COURSE     | ID 240, Color and Design, Section 03 Wed. 4:10-6:55, BH 352         |
| CONTACT    | shalbe20@gmail.com  |
| OFFICE     | Burk Hall, Room 307, Hours: Wed. 12-1 or after class by appointment |

This course meets the requirements of the Consumer and Family Studies/Dietetics common body of knowledge in the areas of the family and the interaction of individuals and families with their near environment; human growth and development; the roles and interrelationships of individuals over the life span on all socio-economic levels of society; the relationship of design, changing technology and environment to human behavior; management theory and application including individual and family decision-making behavior related to identification and allocation of resources.

ID 240 Color and Design has been approved as a General Education Segment II Arts and Sciences Core, Category B, Disciplines and Inter-discipline course. This course builds on concepts presented in Segment I, i.e., critical thinking, oral communications, quantitative reasoning and written communications as well as providing breadth and knowledge in the arts and sciences.

**COURSE DESCRIPTION:** Color and design theories: visual elements and principles of design; their properties and relationships; developing sensitivity to, and judgment of design.

**COURSE OBJECTIVES:** The ID 240 course is designed to provide students with an introductory but in depth orientation to interrelated fields of design of multi-cultural origins. Through exposure to the design elements of various cultures and technologies, students are encouraged to assess and interpret human values, attitudes, and social development and, in turn, to relate these to personal development.

This course provides coverage of all major fields of design: product design, package design, interior design, fashion design, architecture, the interrelationships of each area, and the means by which design impacts on the environment. Western and Eastern perspectives are presented which promulgates the melding of cultures into a design language. Additionally, color is investigated, exposing the student to color theories of a psychological, physiological, and sociological nature. Through the study of color, the student should gain a better understanding of the utilitarian and aesthetic effects of color on human social orders.

Students are required to take a "hands-on" approach by extrapolating implications from design media and color studies, providing in-depth evaluations of works, solutions, and methods of inquiry. Design forms the cornerstone of civilized society, affecting the way we eat, sleep, work, and play. It is to the advantage of students from interdisciplinary areas to gain a thorough understanding of the complexities of design awareness and to relate that awareness to their environment.

### **STUDENT LEARNING OUTCOMES:**

- 1. Appreciate and reflect on specific ways of knowing the world involved in the creation, interpretation, and evaluation of artistic works and performances**

2. Evaluate information from a variety of sources and use that information to articulate well-reasoned responses to artistic concerns
3. Appreciate diverse artistic expressions
4. Describe ethical issues arising out of artistic expressions, which may include those related to social justice, and may have implications for local and/or global communities
5. Identify local and/or global cultural, historical, and sociopolitical contexts for artistic expression
6. Articulate the relevance of artistic expression to life

#### **B. CHSS Policy**

Syllabi are to incorporate the Academic Senate Policy regarding finals week, the deadlines or withdrawals, late adds, CR/NC option and information related to course registration and Disability Programs and Resource Center. A sample listing of the required College policies are shown below.

**Final Exam:** According to Academic Senate policy F76-12 a time period is set aside at the end of each semester for a formal examination period. All classes are expected to meet during the final examination period whether an examination is given or not. The final examination schedule is published each semester in the Class Schedule.

[http://www.sfsu.edu/~acadres/final\\_exams/finals16.htm](http://www.sfsu.edu/~acadres/final_exams/finals16.htm)

**CHSS Withdrawal Policy: The last day to drop a class is February 9, 2016 until 11:59pm.**

**Starting February 10 – April 26, 2016, you must submit a paper withdrawal petition.**

Withdrawal from a class starting **February 10, 2016** will be considered for *serious and compelling* reasons only and **must have accompanying documentation**. The following reasons are **not** considered *serious and compelling*: Changing your major, poor performance, class not required for graduation/major, not attending class or more time needed for other classes. If you wish to withdraw from class due to unexpected changes in your work schedule, illness or family emergencies, **documentation will be required**, along with a copy of unofficial transcripts. Submit your petition **within a reasonable timeframe (e.g., within 2 weeks of a change in work hours.)**

From **April 27 – May 17, 2016**, you may not withdraw from a class or the University, except only in the case of a **serious** documented illness or verified accident.

Withdrawals **cannot** be initiated electronically and must be submitted using a paper application.

All electronic submissions of withdrawals will be denied automatically by the associate dean. **You are only allowed to withdrawal from a maximum of 18 units and take a class no more than 2 times at SF State.** Approval from the instructor and/or chair does not constitute automatic approval from the associate dean so continue attending class until a decision is made. Please refer to the following website for further information on withdrawal policies: <http://chss.sfsu.edu/src>

**CR/NC Option: The last day to request CR/NC option is March 20, 2016 until 11:59pm.** The Associate Dean will not approve requests for changes if you miss this deadline.

**Late Add Policy:** The period to add classes via permission numbers is January 27 – February 9, 2016. The period to add classes by Exception is February 10 – February 23, 2016. It is your responsibility to procure a late permission number from your instructor and add the class. Faculty cannot add you into a class. Starting **February 24, 2016**, a Waiver of College Regulations form must be signed by your instructor, Chair and CHSS Associate Dean to add. This will be approved only if there was an administrative error.

**Check your registration through *SF State Gateway*:** Sign up for CR/NC, drop and add classes by the appropriate deadline online through *SF State Gateway*. ALWAYS check your registration after making any changes and BEFORE deadlines to be sure you are registered properly for your classes. Deadlines for all registration procedures, including withdrawals and requests for credit/no credit, are listed in the class schedule and will be strictly adhered to by the instructor, the Department Chair and the Associate Dean of College of Health & Social Sciences. **It is ALWAYS the student's responsibility to ensure their schedule is correct, even if the instructor indicates they will drop you.**

This can be viewed on the Registration Calendar at the following website:  
<http://www.sfsu.edu/~admisrec/reg/regsched2163.html>

**Disability Programs and Resource Center:** Students with disabilities who need reasonable accommodations are encouraged to work with the instructor and contact Disability Programs and Resource Center (DPRC). They are located in SSB 110, can be reached by telephone at 415-338-2472 (voice/TTY) or by e-mail at [dprc@sfsu.edu](mailto:dprc@sfsu.edu).

**Student Disclosures of Sexual Violence:** SF State fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SF State student, the course instructor is required to notify the Dean of Students. To disclose any such violence confidentially, contact:

**The SAFE Place** - (415) 338-2208; [http://www.sfsu.edu/~safe\\_plc/](http://www.sfsu.edu/~safe_plc/)

**Counseling and Psychological Services Center** - (415) 338-2208; <http://psyserve.sfsu.edu/>

For more information on your rights and available resources: <http://titleix.sfsu.edu>

## **TEXT: REQUIRED READING**

**Color: The Secret Influence (3rd edition) - no other edition is acceptable.**

You will need to purchase the text for the ID 240 class. Please note it is **not available** through the SFSU bookstore but only through Amazon at this link:

[http://www.amazon.com/Color-Influence-Dr-Kenneth-Fehrman/dp/0984200177/ref=sr\\_1\\_2?ie=UTF8&qid=1452042641&sr=8-2&keywords=Color%3A+The+Secret+Influence](http://www.amazon.com/Color-Influence-Dr-Kenneth-Fehrman/dp/0984200177/ref=sr_1_2?ie=UTF8&qid=1452042641&sr=8-2&keywords=Color%3A+The+Secret+Influence)

**GRADING POLICY:** Students will be graded by a combination of Instructor evaluation and self-evaluation. Instructor evaluation will be based on completion of projects on time; **classroom participation; critique participation;** and quality of work.

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| Projects      | 64% |
| Final Project | 12% |

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| Final Exam    | 14% |
| Participation | 10% |

Student self-evaluation will be averaged into the grade

**GRADING SCALE:** 100-90 = A; 89-80 = B; 79-70 = C; 69-60 = D; 59-0 = F

### **Projects 64%**

There will be 8 projects at 8 points each. I will give instructions in class for all projects. Always check iLearn before class time for assignments or instructions and bring a copy to class for your reference.

**PLEASE EMAIL ME PDFS OF PAPERS AND DIGITAL PHOTOS OF YOUR DESIGN WORK BEFORE THE DUE DATE. THANKS.**

- Identify yourself on PDF emails and your work with ID 240\_project #\_ last name and initial e. g. ID240\_project1\_halbes
- **NOTE: No late work will be accepted. Work must be ready to be turned in at the beginning of the period to be considered on time—no working in class on the project if the work is due. If your work is turned in on time, you have the option to redo before the last two weeks of class, but this does not guarantee that the grade will be higher.**

### **Final Project 12%**

Final projects will be due and presented 5/11. The project will entail the application of design knowledge in choice of design field project. Instructions will be given in class.

### **Final exam 14%**

Covers weekly quizzes. Student need to bring a Scantron card for the final exam. The Scantron should be #882-ES, which is green print on white background.

### **Participation 10%**

The participation component of the grade will include attendance (5%) and class exercises (5%).

Participation includes weekly chapter quizzes and other in-class activities.

Attendance **WILL BE** taken and recorded at each class meeting. Credit will be given for attendance of the **entire period because of discussions and instructions**. Unexcused absences will decrease the participation of attendance component grade by 2% for each unexcused absence. Please no employment/work excuses. It is difficult to receive an A if you are late, leave early or are absent.

### **INCOMPLETES**

**Lecturers are NOT to give incompletes.**

### **WRITTEN ASSIGNMENTS**

Written assignments to be typed and double spaced

**REMINDER: NO ELECTRONICS WHEN SOMEONE IS SPEAKING. PLEASE GIVE THE SPEAKER THE COURTESY OF EYE CONTACT.**

**TEACHING STYLE:** The inductive method of teaching within a directed framework incorporating lectures, open discussions, critiques, and projects.

**ASSIGNMENTS:** This course will allow the student to gain a better understanding of the language of design. This introductory course sets forth particular academic perspectives on the humanities and creative arts, and stresses methods of interpretation, valuing, and criticizing in the field of color and design through theory, practice, technique, critiques, solution, and application. Progressive technical skill procedures will enable students to apply color and design knowledge to future design projects. Lectures, class discussions, critique sessions, and assignments will include:

- A written exercise on the observation of elements and principles of design in nature
- Color mixing and neutralization exercises
- Designing a three-dimensional sculpture
- Interior Design: Floor plan, elevation, furniture layout, and lighting plan
- Collage of geometric shapes on organic photo fashion design
- Use of lettering and graphic design
- Research on cultural use of color, design, and pattern/textile design
- Use of light, color, and design theory on an interior light box mobile
- Drawing on the Right Side of the Brain exercises
- Torn paper mosaic by teams: a panel of masonite designed and executed in torn mosaic format
- Application of design knowledge in choice of design field project
- Package design; 6 x 6 x 6 inch cardboard constructed package using no commercial packaging material, housing one raw chicken egg, to survive an approximate 2-story drop off the Student Union. Use of a line design and complementary color scheme.

**MATERIALS AND READING:** Recommended reading list and reading in Text and on iLearn

**DESIGN SUPPLIES** (Other materials, as needed, will be announced in class)

**Try to SHARE materials with other students to save money. Buy supplies as needed when assigned.**

Workbook Folder

Pad of Drawing paper approximately 12" x 18," 80# wt. **(not watercolor paper, newsprint, nor heavy weight drawing)**

Paint brushes (at least one with a 1" flat head) (as needed when assigned)

Pie tin or palette for mixing paint, water container

Tubes or pots of water based (not watercolor paint) paint in red, blue, green, yellow, purple, orange, black, and white (can be acrylic, tempera, poster, gouache, etc.)

Commercial Color Wheel

2H, HB pencils and eraser

Architect's scale **(not an engineer scale)**

1/4" scale furniture template (as needed when assigned)

Tracing tissue or vellum (sheets as needed when assigned)

Card stock such as poster board and white museum board (as needed when assigned)

## **NO FOAM CORE**

Scissors, white glue, rubber cement, and **drafting dots**

Knife and blades such as X-acto (as needed when assigned)

Felt tip pen (as needed when assigned)

**SOME SUPPLIERS.** CALL FIRST BECAUSE THIS INFO MAY NOT BE CURRENT. ASK FOR STUDENT DISCOUNTS.

SFSU Book Store 338-2063

Flax, 1699 Market, Market and Valencia, 552-2355

Blick Art Material, 811 University, Berkeley, 510-486-2600, student discounts

Blick Art Material, 971 Market, Market and 6th, SF, 415-441-6075, student discounts

Blick Art Material, 5301 Broadway, Oakland, 510-658-2787, student discounts

City College Book Store and Michael's

## **LAST BUT NOT LEAST:**

- **Have fun!**
- **Only a few projects will be explained on iLearn. I will give instructions in class for all projects—take good notes. ALWAYS CHECK ILEARN BEFORE CLASS TIME FOR SOME ASSIGNMENTS OR INSTRUCTIONS and bring a copy to class for your reference.**
- **Identify yourself on emails with ID 240-03 and on PDF emails and your work with ID 240\_project #\_last name and initial e. g. ID240\_project1\_halbes**
- **If you have compelling absences please email excuses to me**
- **Exchange email addresses or telephone numbers with your classmates so that you can exchange notes and ideas. Also, many of the supplies can be shared**
- **Save all 8 ½ x 11 in. work in a pocket folder. Place quizzes in numeric order on one side of folder and critique forms by numeric order on the other side of the folder. Save all project work for your portfolio and records.**
- **Always bring your book, assigned work and supplies to class.**
- **If your work is turned in on time you have the option to redo before the last week of class, but this does not guarantee that the grade will be higher.**
- **Always work in class as this is a time for discussion, desk crits, and I can help you. WORKING IN CLASS is a part of your project grade and participation grade.**
- **You may earn extra credit for attending any design related activity, e. g., visiting a museum. Write a paragraph or so about what you saw and your reaction to it**

## **TENATIVE SCHEDULE**

(Subject to Change – Changes may be made during class time)

Objectives Etc. are in bold print

1/27

**Objectives: We will discuss line, form, shape, space, scale, color, light, texture, pattern, and design principles throughout the semester. Project objectives: demonstrations and solutions through theory, practice, technique, critiques, solution, and application. Progressive technical skill procedures will enable students to apply color and design knowledge to future design projects.**

**This week:** Introduction to class: Syllabus, Course Reader, and weekly schedule of critiques, lecture, discussion, and application. Introduction to **types** of Design. Introduction to Design Theory, “Nature Paper,” which is on iLearn. Due **NEXT CLASS PERIOD (NCP)**.

iLearn: Syllabus, Nature Paper

**Next Week:** Bring COLOR: THE SECRET INFLUENCE (CTSI) to **NEXT CLASS PERIOD (NCP)** for discussion and assignments. Bring painting supplies and drawing paper **NCP**. **Bring copy of Color Mixing and Neutralization Assignment on iLearn.**

**Assignments Due: Assignment #1**-Written “Nature Paper” and Painting Supplies due **NCP**. Read CTSI Chapters 1 and 2. **Always be prepared for chapter quizzes after each reading assignment.** Read Assignment -Package Design/EGG DROP on iLearn, which is due **FINAL DAY**.

**2/3**

**Assignment #2-Color Mixing and Neutralization**

**USUALLY WE WILL HAVE CRITS DURING THE FIRST HOUR; DISCUSS ASSIGNMENTS, TESTS, AND OBJECTIVES DURING THE 2<sup>ND</sup> HOUR; AND WORK ON ASSIGNMENTS DURING THE LAST HOUR. I WILL USUALLY GIVE INSTRUCTIONS AT THE END OF THE HOUR FOR THE NEXT WEEK. BE SURE TO BRING APPROPRIATE SUPPLIES FOR EACH DAY. THIS IS PART OF YOUR GRADE.**

**OBJECTIVES:** Application of two-dimensional design; color mixing and neutralization; Realism, Abstraction, Non-Objective Styles; and design principles of unity, harmony, variety, contrast, rhythm, movement, proportion, and emphasis.

iLearn: Color Mixing and Neutralization Assignment, Package Design/EGG DROP

**Assignment #2-Color Mixing and Neutralization due NCP.**

Continue Design Theory.

CLEANUP MONITORS: A-E. THIS IS PART OF YOUR PARTICIPATION GRADE.

**Next week:** Bring painting supplies NCP for work on Assignment #3. Make critique copies from the critique form and Nature Design on iLearn. **Bring drafting dots.**

**2/10 Critique, Lecture, Discussion, and Application.**

**OBJECTIVES:** Application of two-dimensional design; color mixing and neutralization; Realism, Abstraction, Non-Objective Styles; and design principles of unity, harmony, variety, contrast, rhythm, movement, proportion, and emphasis. Use of expressive lines, positive and negative space and shapes, and emphasis. Critique Procedures.

iLearn: Critique Form, Nature Design

**Due Assignment #2-Color Mixing and Neutralization—I will come to you to grade.**

**Assignment #3-Nature Design. Due NCP.** We will discuss assignment and how to fill out a critique form.  
**Critiques due with all projects unless announced.** Procedures for displaying and critiquing Assignment #3 NCP:

**Assignment:** Assignment #3 due NCP  
CLEANUP MONITORS: F-J.

## 2/17 Critique, Lecture, Discussion, and Application.

**OBJECTIVE:** Use of expressive color painting and other color schemes. Application of color mixing and introduction of color schemes, i. e., analogous, acromatic, complementary, split complementary, monochromatic, triad, diad, and tetrad.

iLearn: TBA

**Critique Assignment #3, Nature Design: ALL HANG WORK; A-D CRITIQUE; ALL WORK SHOULD HAVE NAME ON THE WORK**  
Review reading assignment.

**ASSIGNMENT #4, NATURE SCULPTURE DUE 3/2 :** In class sketch a sculpture idea that is a 3 dimensional version of your nature design. You can make the image more abstract, larger, or with a different color scheme. Plan a sculpture that is NO LESS THAN 32" TOTAL W-H-DEPTH. FOR EG 18 X 10 X 4 =32". The sculpture needs to be a bas relief sculpture or able to be displayed on a wall.

Discussion of Sculpture characteristics such as design seen on all sides or bas relief, subtractive and additive, lighting and placement effects, kinetic concepts, and positive and negative space. Functionality may be important.

6:00  
CLEANUP MONITORS:

**Assignment:**  
Read Chapter 8, CTSI

## 2/24 Critique, Lecture, Discussion, and Application.

**Please Note:** I have a field trip before your class and I should be here on time. However, if I come late please work on Assignment #4 as below.

iLearn: TBA

Review reading assignment.

**ASSIGNMENT #4, NATURE SCULPTURE DUE NCP:** Work on a sculpture idea that is a 3 dimensional version of your nature design. You can make the image more abstract, larger, or with a different color



scheme. Plan a sculpture that is NO LESS THAN 32" TOTAL W-H-DEPTH. FOR EG 18 X 10 X 4 =32". The sculpture needs to be a bas relief sculpture or able to be displayed on a wall.

Discussion of Sculpture characteristics such as design seen on all sides or bas relief, subtractive and additive, lighting and placement effects, kinetic concepts, and positive and negative space. Functionality may be important.

**Next Week:**

Assignment: Read CTSI Chapter 6. Discuss and bring drafting supplies and workbook folders **NCP**.

**3/2 Critique, Lecture, Discussion, and Application. CLEANUP MONITORS: P-T**

**OBJECTIVES:** Use of architecture scale; drafting introduction; tracing paper and pencil techniques; and interior design techniques.

iLearn: TBA

Review reading assignment.

Critique Sculpture—Assignment #4 due.

**Discuss Interior Drawings: In class floor plan, elevation, furniture layout, lighting plan and final drawing.** The lighting plan should be based on reading Chapter 2. Draw your lighting ideas and use design symbols on a floor plan. No critique form for this assignment. **I will come to you to grade.**

**CLEANUP MONITORS: N-P**

Assignment: Read CTSI Chapter 5. Workbook pages due **NCP**.

**3/9 Critique, Lecture, Discussion, and Application.**

**OBJECTIVES:** Collage of painted, geometric shapes, cut from museum board or card stock-matt board, on an organic color copy of a photo of fashion design of choice. Mount on white card stock, leaving a white border.

iLearn: TBA

Review reading assignment.

**Discuss and work on Assignment #5, Fashion Design, Collage of painted, geometric shapes, cut from museum board or card stock-matt board, on an organic color copy of a photo of fashion design of choice. Mount on white card stock, leaving a white border. Due 3/30.**

**3/16 Critique, Lecture, Discussion, and Application.**

iLearn: TBA

Review reading assignment.

**Discuss and work on Assignment #5, Fashion Design, Collage of painted, geometric shapes, cut from museum board or card stock-matt board, on an organic color copy of a photo of fashion design of choice. Mount on white card stock, leaving a white border. Due 3/30.**

**Assignment # 6, build a 10"x 5" white museum board cube.** Review Chapter 5 and read Chapter 10. Research a culture to create a texture/pattern that might represent the culture, and next week apply your texture/pattern. **Bring appropriate supplies to class NCP.** **Assignment #6 will be used for Assignment #7-Interior Light Box later on.**

### **3/23 SPRING BREAK**

### **3/30 Critique, Lecture, Discussion, and Application.**

**OBJECTIVE: Research and application of cultural colors and patterns**

iLearn: TBA

Review reading assignment.

Critique Assignment #5, Fashion with Critique Team

Assignment #6. After researching a culture, create a texture/pattern that might represent the culture and paint on your 10"x 5" box. Bring your finished, painted box NCP.

CLEANUP MONITORS: R

**FINAL PROJECT DISCUSSION: Research and application of design knowledge by choosing a relevant project in design field of choice; Defend on final day.** Be sure to take careful notes on instructions, which will be reflected in your grade. **I want to know how you will have utilized color and design information in solving your design problem.**

BRING ARCHITECT SCALE, CARD STOCK SCRAPS, PAINTS ETC., LIGHTING IF YOU HAVE IT, AND ANY OTHER SUPPLIES NEEDED FOR ASSIGNMENT #7. ALSO BRING IN YOUR TYPED FINAL DESIGN CONCEPT

### **4/6 Critique, Lecture, Discussion, and Application.**

**OBJECTIVES: Use of architectural and interior color and design elements and principles. Use of light scale, and proportion concepts. Discussion of Graphic Design and use of lettering. Use of technical skills in building and hanging boxes.**

iLearn: TBA

Review reading assignment.

**Assignment #7 Interior Light Box:** Your box will become a restaurant. Label the outside of the box/restaurant with a name using appropriate graphics. You will be creating an interior for your restaurant by adding light, forms, colors, and other design elements to establish an aesthetic restaurant space. **KEEP IT CLEAN AND NEAT.** We will critique the boxes NCP and they can be viewed by other students. Please take a photo of the interior and exterior and of each critique and email an attachment to me no later than NCP.

CLEANUP MONITORS: S.

CTSI, Chapter 7 NCP bring pencils, paper, and erasers. **Light Box due NCP.**

**4/13 Critique, Lecture, Discussion, and Application.**

**OBJECTIVE: Use of color, proportion concepts, and drawing techniques. Team Work.**

iLearn: TBA

Review reading assignment.

View Interior Light Boxes.

**Discussion of team work on Assignment #8-paper mosaic due 5/11.** Team decisions.

**Supplies due NCP.**

**Drawing on the Right Side of the Brain** exercises—bring pencils, paper, and erasers.

CLEANUP MONITORS: T-Z.

Read Chapter 4, CTSI

**4/20 Critique, Lecture, Discussion, and Application.**

**OBJECTIVE: Use of color, proportion concepts, and drawing techniques. Team Work.**

Review reading assignment.

**Assignment #8-paper mosaic.**

CLEANUP MONITORS: A-H.

Assignment: Read CTSI Chapter 11

**4/27 Critique, Lecture, Discussion, and Application.**

**OBJECTIVE: Use of color, proportion concepts, and drawing techniques. Team Work.**

Review reading assignment.

**Assignment # 8-paper mosaic.**

Assignment: Read Chapter 12

CLEANUP MONITORS: I-P.

**5/4 Critique, Lecture, Discussion, and Application.**

**OBJECTIVE: Use of color, proportion concepts, and drawing techniques. Team Work.**

iLearn: TBA

Review reading assignment.

**Assignment #8-paper mosaic due NCP.**

**Final Examination review. Final Examination NCP**

Check Final Project Plan.

**Last day to turn in redos**

Review reading assignment.

**Final Examination (Bring Scantron #882-ES, #2 pencil**

Mosaic due NCP.

**Workbook folder due.**

CLEANUP MONITORS: Q-Z.

All workbook sheets and written assignments due NCP in Workbook folder. **(Bring Scantron #882-ES).**

Mosaic due NCP.

**5/11 Critique, Lecture, Discussion, and Application.** Mosaic due.

**Final Project DUE. DEFEND PROJECT**

**5/18 AT 4:10 REGULAR TIME FOR FINAL EXAM DAY: MANDATORY ATTENDANCE.**

**PICK UP FINALS AND PAPERS.**

**Assignment: Egg Drop**

**CLEANUP MONITORS TO BE ASSIGNED**