

ART 1020 (FA)—Introduction to Drawing

Instructor:

e-mail:

Office:

This course fulfills the Fine Arts (FA) requirement for General Education.

Course Description

An introductory drawing course for non-majors. Line, shape, perspective and light logic will be discussed. Using these techniques, students will develop their drawing skills. Some reading and writing will be required.

Course overview:

This class is an introductory level of basic drawing and visual awareness. Rendering academic, three-dimensional reality on a two-dimensional surface. Students will learn contour, shape, space, perspective, relationships, and principles of foreshortening. In addition, the course will include a study of value, and light logic. Students will learn the history and development of perspective drawing. Academic drawing requires creative thinking, making spatial judgments, visual problem solving and making connections with relationships. Students will learn to integrate and apply this knowledge (ways of knowing) to other subjects and disciplines. Reading, writing and reflection will be an integral part of this course.

Course Focus

The objectives of this course will be achieved by instructor demonstrations, group and class discussions, individual and group critiques and individual creative research and exercises.

Recommended Texts and References

Edwards, Betty [The New Drawing on the Right Side of the Brain](#), 4th edition

ART 1020-custom packet made especially for this class. Available through South Campus Copy Center (801-957-3301). It may be good to call and order your booklet before you go pick it up. Supplemental Text (optional) Keys to Drawing, Bert Dodson

Course Learning Outcomes:

1. Render objects by drawing them from a particular viewpoint.
2. Demonstrate the principles of linear perspective and Renaissance camera obscura as drawing devices and how such devices have historically impacted art and culture.
3. Analyze and illustrate basic geometric shapes to construct any presented object.
4. Use a variety of art mediums, such as graphite, charcoal, and ink, to draw.
5. Apply the principles of light logic (highlight, cast shadow, core shadow, reflected light, etc.) to enhance three-dimensional forms on a two-dimensional surface.
6. Write, sketch, and draw observations and reflections on art based on classroom discussions and class experiences in a creative journal.
7. Use drawing skills to express visual, spatial, and holistic thinking and creative problem-solving. Use drawing skills to connect varied disciplines in practical ways.
8. Critique their own and other's artwork using aesthetic judgments.

See [SLCC Assessment webpage](#) for additional details about College-Wide Student Learning Outcomes

General Education Statement

This course fulfills the Fine Art requirement for the General Education Program at Salt Lake Community College. It is designed not only to teach the information and skills required by the discipline, but also to develop vital workplace skills and to teach strategies and skills that can be used for life-long learning. General Education courses teach basic skills as well as broaden a student's knowledge of a wide range of subjects. Education is much more than the acquisition of facts; it is being able to use information in meaningful ways in order to enrich one's life.

While the subject of each course is important and useful, we become truly educated through making connections of such varied information with the different methods of organizing human experience that are practiced by different disciplines. Therefore, this course, when combined with other General Education courses, will enable you to develop broader perspectives and deeper understandings of your community and the world, as well as challenge previously held assumptions about the world and its inhabitants.

General Education ePortfolio

Your General Education ePortfolio tells your SLCC learning story. Your ePortfolio enables you to introduce yourself to your professors and classmates, showcase your learning, and reflect on how your courses connect to each other, your life, goals, and community. The ePortfolio is intended to help you connect with other students and communicate with professors about how you learn, what you are taking away from your experience, and what supported your learning in their class. Professors can use your ePortfolio to get to know you before class and use your reflections and signature assignments to continuously improve their teaching.

Your General Education ePortfolio will also help you weave together the concepts you learn across all general education courses. To do this, each general education course you take at the college will ask you to demonstrate your engagement with the general education learning outcomes by designing a course-specific ePortfolio page that includes a Signature Assignment and reflection. When you finish your time at SLCC, your ePortfolio should provide a multi-media showcase of your educational experience and tell the story of your learning growth while at SLCC. You can learn more by visiting the [ePortfolio help site](#).

In order for us to learn from your ePortfolio and provide effective support, we must be able to access your ePortfolio.

To ensure access to your ePortfolio, please link your ePortfolio URL to your MySLCC account by following these directions:

- a. Copy the URL in the web address bar for your *Welcome* page (e.g. "slcc.digication.com/john-smiths-eportfolio")
- b. Log into my.slcc.edu
- c. Locate the *ePortfolio* card and click "Submit ePortfolio."
- d. Click *Submit* on the left side of the page under *General Education ePortfolio*,
- e. Paste the URL for your ePortfolios Welcome page into the blank box underneath *Enter ePortfolio URL*.
- f. Click *Save*.
- g. Finally, confirm that everything worked by clicking on the link and making sure it goes to your Gen Ed ePortfolio Welcome page.

If you would like virtual or in-person help with your ePortfolio please sign up for an ePortfolio appointment [here](#).

Note: For this ART 1020 Introduction to Drawing class, drawings from major projects will be used as your General Education ePortfolio contribution. Read on for more details.

Signature Assignment/ePortfolio

The signature assignment for the course are two drawings that each student will create as two major projects. One drawing is created before class instruction at the beginning of the semester. This drawing shows the current level of the student's drawing skill before class instruction. The second drawing will be their final drawing to show what skills they have learned and applied during the semester. Each student is required to post their two drawings to their ePortfolio and write a reflection about the process of drawing. Additionally, they are asked to write about how, through the drawing process, they were able to think more creatively, spatially and visually and how this assisted them in solving the many visual problems they were given during the semester. They will also discuss how the experience of the course relates and connects to other classes taken at SLCC. Especially, how they are able to transfer their new way of thinking, big ideas and solving problems to other disciplines.

Students are welcome to include an additional 2-4 drawings into their ePortfolio.

Other Reflection Prompt Question Options to Consider:

Summative Reflection

- In what ways have you improved as an artist? What brought about those improvements? Point to specific experiences, readings, assignments, or discussions in this course.
- What was your biggest accomplishment in the course? How did the signature assignment and other course elements help you reach it? Be specific.
- What skills did you master in this course? How are they reflected in the signature assignment and other course work? Be specific.
- Discuss your best work for the course and explain why it's your best. Be specific.

Process Reflection

- What problems did you encounter in completing the signature assignment? How did you troubleshoot them, if you did?
- What still needs work?
- What risks did you take in the assignment/course? Be specific.
- Write about your learning process throughout this course and what it felt like at different stages until you mastered certain skills. Discuss skills you are still developing.

Reflection on Learning

- Reflect on how you thought about drawing before you took this course and how you think about it now that the course is over. Have any of your assumptions or understandings changed? Why?
- What assignments/activities/readings were influential in this process? How will you approach drawing differently in the future?

Student Contributions

Each student will be expected to carry on out of class assignment preparation work. Reading, journal writing and sketching, and the buying of class supplies will be required.

Course Evaluation and Policies

In-class projects/drawings—20%

Outside-class projects/drawings—20%

Class participation—discussions reviews/class critiques—10%

Written summaries and one written final—25%

ePortfolio assignment and reflection—25%

Grade Breakdown Percentages

A	100 — 93	B+	89 — 87	C+	79 — 77	D+	69 — 67
A-	92 — 90	B	86 — 83	C	76 — 73	D	66 — 63
		B-	82 — 80	C-	72 — 70	D-	62 — 60*
						E	59 — 0

*Lowest passing grade: D-

Class Time Management

It is to your utmost benefit to turn in assignments on time. Each assignment is designed to prepare you for the next assignment. Missing assignments or turning in assignments late will not only lower your overall grade but will also limit your ability to do well on the next assignments. Assignments turned in late will be lowered 30% off the grade for each class meeting after the deadline. Meeting deadlines is a critical professional skill.

Come to class on time with all of the required supplies. If you are absent or late for class the instructor will not be able to repeat lecture material. You will be required to obtain missed information from a class-mate.

Attendance -See attached department attendance policy

Grading

Final grades are based on the following criteria:

1. Effort in development —student closely follows outlined program
2. Final execution of a principle or method
3. Class participation, i.e., class lectures, discussions and critiques
4. Completing class assignments **on time**—in-class and homework
5. Attendance (see detailed attendance policy below)

Important Requests:

- Please do not draw on both sides of the paper. This makes it more difficult to grade.
- Don't doodle on your drawings in a way that cheapens the work.
- Silence cell phones or electronic devices before coming into the classroom. No texting during class time. Use break time to do any texting.
- Use of headphones is ok ONLY while drawing or working on a project. Keep the volume down as not to distract your neighbor. Please remove ear buds and headphones during class discussions, lectures and while instructor is instructing you personally.
- Limit side talking. Those around you may find it distracting.
- You are responsible for making sure I can walk behind you. Clear away any backpacks, art bags etc.

Class Supplies

All class supplies are contained in a kit to be purchased from the South City Campus Bookstore.

Drawing clipboard (18 x 24 hardboard/masonite)
Drawing paper pad (18 x 24 white bond/drawing paper (100 sheets pad)
Carrying case for 18 x 24 clipboard
Graphite pencils (HB, 2B, 4B, 6B and 8B OR HB, 2B, 3B, 5B, 7B, 9B. weights)
Pencil sharpener with a container to catch pencil shavings.
Kneaded rubber eraser
Hard rubber (white) eraser
18-inch ruler (clear-see thru with red lines)
Sketchbook /Writing/drawing journal)
Compressed charcoal sticks (both black and white)
Piece of hard clear plastic or Plexiglas, about 8”X10”.
Sharpie marker
Dry erase fine tip black marker
Roller ball-type black ink pen (medium tip)
Masking tape
Stick Glue
Ink pad
Hand held mirror (not included in kit. Buy one from a dollar store).

Institutional Syllabus

<https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>

EMERGENCY EVACUATION PROCEDURES

In case of an emergency, please walk to the main north exit of this building. Please meet in the parking area just east of the building.

CAMPUS INFORMATION

For accurate information concerning school closures (weather, power outages or other emergencies) call 957-INFO or 957-4636.

General Education Regardless of your major, General Education courses build a foundation of broad knowledge and skills that help you in your further career and life.

<http://www.slcc.edu/gened>

IMPORTANT PREREQUISITE & AUDIT INFORMATION

It is the student’s responsibility to examine each course description for details of prerequisite classes. Those prerequisites must be satisfied before the designated class may be taken. All prerequisite courses must be completed with a grade of C or better in order to continue with the program. A student may be dropped from a class if the prerequisite has not been completed. Not all Visual Art & Design (ART) classes may be audited. This is especially true for any VAD class that has a prerequisite. Students wishing to audit any VAD (ART) class without officially completing a prerequisite with a grade of C or better must obtain signed permission from the instructor. VAD (ART) classes that do not have a prerequisite may be audited as per the Auditing Classes guidelines. Please see the SLCC General Catalog for more information.

VISUAL ART & DESIGN DEPARTMENT ATTENDANCE POLICY:

Students are expected to attend all classes in which they are enrolled on a regular and punctual basis. Failure to do so indicates that the student is not serious about his or her education.

If, on occasion, a student must miss class he or she is responsible to acquire notes and assignments from another student. Networking with other students is highly recommended.

If a student has a serious illness or has another valid and compelling reason for being absent more than 20% of the class periods, he or she should talk to the instructor about receiving an "Incomplete" grade. The students should then be prepared to show documentation of the validity of the absences. Work for the class must then be completed within the next year or else the grade will become an "E."

Domestic problems, job conflicts, other class or schedule conflicts, etc., are not considered valid and compelling reasons for non-attendance. Instructors are not allowed to give an "Incomplete" grade for these excuses.

Students who are absent for more than approximately 20% of the class periods in a semester, and who do not have a valid, documented excuse, will receive an "E" grade for the course. To avoid this the student must officially withdraw from the class in the time frame outlined by the College.

If a student is late to class, it is his or her responsibility to notify the teacher of attendance before the class is over.

Class Meets Per Wk	Days Missed = E
1	3
2	6
3	9
4	12
5	15

NOTE: 3 Lates = 1 Absence

Example: A 3 Credit Hour Class Meeting 2 days per week.

For this class, missing the 6th day is considered an E grade.

Important Academic Calendar Dates

[academic calendar](#). Dates you will want to pay particular attention to:

- Last Day to Add
- Last day to drop with 100% refund
- Last Day to Withdraw (with no refunds). Having a conversation with students and their progress may be helpful as this date approaches. A student may want to withdraw from your course rather than receive an E in your course if it appears the student will not pass.
- Holidays when classes are not in session.
- Last day of class and Reading Day

The date and time of your final is not on the academic calendar but can be found at [Final exams schedule](#).

Course Outline

Week One

Class introduction. Pre-instruction drawings.
Reading. Chapter summary. Introduction.

Week Two

Drawing ergonomics. Abstract drawing. Left and right brain thinking and how it affects our drawing outcomes.
Reading chapter 1. Summary due.

Week Three

Your brain. The right and left of it.
Reading chapter 2. Summary due.

Week Four

Is it really all magic? Drawing is a learnable, teachable skill.
Reading chapter 3. Summary due.

Week Five

Drawing on your childhood artistry. Symbols and their destructive assumptions.
Reading chapter 4. Summary due.

Week Six

Perceiving and drawing edges. Blind contour drawing. Blind modified contour drawing.
Reading chapter 5. Summary due.

Week Seven

Perceiving spaces. Negative space drawing.
Reading chapter 6. Summary due.

Week Eight

Perceiving relationships. 1-point perspective.
Reading chapter 7. Summary due.

Week Nine

Perceiving relationships continued. 2-point perspective
Reading chapter 8. Summary due.

Week Ten

Lights and shadows and Gestalt.
Reading chapter 9. Summary due.

Week Eleven

Lights and shadows and Gestalt continued.
Reading chapter 10. Summary due.

Week Twelve

Using a variety of mediums and paper: Charcoal

Week Thirteen

Black paper and white charcoal

Reading chapter 11. Transferring thinking, drawing skills to other subjects.

Summary due.

Week Fourteen

Chuck Close assignment.

Reading chapter 12. Summary due.

Week Fifteen

Putting it all together. Work on ePortfolio/signature assignment

Week Sixteen

Putting it all together. Work on final assignment

Final paper and reflection. ePortfolio signature assignment uploaded