

# Course Syllabus

**Department** : Art  
**Course Title** : Drawing 1  
**Section Name** : Arts 1316 "1D"  
**Start Date** : 08/27/2012  
**End Date** : 12/14/2012  
**Modality** : FACE-TO-  
FACE  
**Credits** : 3

## Instructor Information

**Name** : LaRee Morris  
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## Course Description

- Course Description: This is a studio based course in which students develop the skills to create drawings from direct observation of the visual environment with an emphasis on line and value drawings created with pencil, charcoal, ink and a variety of media. The course introduces basic art concepts, techniques, and media essential to the organization and understanding of visual information.
- This course is a dual credit high school course giving credit for both Drawing 1/Arts 1316 and any upper level Advanced Drawing course/Drawing 2, 3, & 4

## Prerequisites/Co requisites

- Art-1 (Basic art survey course for high school credit)

## Course Objectives

- Students will develop a portfolio of work which will include two sections: Breath-work that shows continued growth, Concentration-a collection of work with a central theme
- Students will work to develop their observational skills, technical skill and explore and develop their talents using a variety of media (black and white and color)
- Students will develop problem solving strategies and objective self criticism using both "Formal" and "Self "criticism in the form of critiques and rubrics (objective and subjective criticism)
- Students will begin to understanding and develop organization of visual information
- Art History: Artist, Art History, Time Periods and Media Research/Development of Required Skills

## Required Readings/Materials

- Basic supply list will be required
- Reading materials and text will be furnished

## Course Requirements (Lectures, Assignments and Assessments)

- Satisfactory completion (standard of quality) of all required preparatory sketches and research for assigned project (approval to continue is required)
- Complete all assignments staying within parameters and submit within the deadline/due date (all work must have a high standard of quality)
- Participate in class discussions and critiques, complete quizzes, and submit a digital portfolio along with your actual portfolio as part of the final exam and portfolio review
- Strong work ethic is required (students will work on assignments both in class and outside of class); attendance to lectures and field trips is mandatory
- Outside of class time, studio lab time is required
- Attendance is mandatory; you cannot pass this class if you are not in attendance

## ICOs

1, 4, 5, & 6

### **Expectations for Engagement – Face to Face Learning**

To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment. Students and instructors are welcome to exceed these requirements.

Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
  - provided my contact information at the beginning of the syllabus;
  - respond to all messages in a timely manner through telephone, email, or next classroom contact; and,
  - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
  - provide clear information about grading policies and assignment requirements in the course syllabus, and
  - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
  - return classroom activities and homework within one week of the due date and
  - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will

- attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;
  - recognize that the college provides free wi-fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,
  - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or internet service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to,
- missing class when a major test is planned or a major assignment is due;
  - having trouble submitting assignments;
  - dealing with a traumatic personal event; and,
  - having my work or childcare schedule changed so that my classroom attendance is affected.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
- seek out help from my instructor and/or from tutors;
  - ask questions if I don't understand; and,
  - attend class regularly to keep up with assignments and announcements.

## ***Week 1***

**Topic/Overview:** This week focuses on course expectations and the understanding of the visual vocabulary. Students will also begin working on their first project an “Abstract Layered Paper Design.”

### **Summary of Week 1 Assignments & Activities “Visual Vocabulary and Design Project” (August 27-August 32, 2012)**

<b>Item(Name)</b>	<b>Type</b>	<b>Description</b>
Intro class	Discussion	Go over syllabus and class expectations
Principles and Elements of Design	Discussion/Class Notes	Understanding of visual vocabulary
Introduction to “Abstract Design”	Review the following vocabulary: Point, Line, Shape, Value, & Pattern	Development of “Abstract Design” Using: Point, Line, Shape, Value, & Pattern
Technique/Skills Layered Paper Design Composition	Demo: Layered Paper Composition/Abstract Design	Pre-Drawing of layout of composition Development of Idea for artwork in sketchbook
Homework		Complete three ideas/ a composition using multiple Designs using point, line, shape, value, and pattern

## ***Week 2***

**Topic/Overview:** This week focuses on developing the multiple parts/multiple designs that will be collaged together to create a large 20” x 30” Abstract Layered Paper Design. We will also continue on understanding the visual vocabulary (Principles & Elements of Design.

## Summary of Week 2 Assignments & Activities “Abstract Layered Design” (September 4-7, 2012)

Item(Name)	Type	Description	Due Date
Using point, line, shape, value, & pattern to create (9) to (11) shapes that will be layered together to create a large abstract design	Demo: using line to show direction and emotion	Students will continue working on their many parts of their design	9-4-2012
Exploring line to show direction & emotion media/techniques	Demo: setting up a composition and techniques using line to show emotion, direction, and value. What is a picture plane (for- ground, middle ground & background)?	Developing skill in the use of line. Develop of a picture plane (setting up a composition /idea) creating a collage using layered paper/layered design.	9-5- 6, 2012
Creating a border	Assignment: Development of a border that will fit with your design using limited color.	Pre-Drawings (3)thumb-nail sketches	9-7-12
Homework	Complete 7 designs ready for critique on Monday	(7) designs plus a complete design for your boarder	Outside Studio Time required

### Week 3

**Topic/Overview:** Continued work on first major project/ 20” X 30” Abstract Layered Design

## Summary of Week 3 Assignments & Activities “Abstract Layered Design”

Item(Name)	Type	Description	
Critique first seven designs	Class Group Critique Studio Lab / continued work on Project #1	9-10-2012 Studio Creation Time Due Date: 9-10-2012	
Critique over border	Personal Critique/One on One with professor	Tuesday, 9-11-2012 Continued work on Project #1	9-11-12
Homework	Complete last four designs for layered design	Outside Studio Time Required	

### Week 4

**Topic/Overview:** Continue work and complete Project #1

## Summary of Week 4 Assignments & Activities “Sketchbook Drawings”

Item(Name)	Type	Description	
Use of a camera to document work for your	Demo-How to take photographs of your artwork	You must take two photographs of your artwork/one with the border surrounding	

visual portfolio		your designs and one without. When completed you will have two completed works. Due 9-21-2012	
Complete border design and put together design Critique (Written)	Studio Work Time Written Critique Over Project #1/Using the "Steps of Art Criticism" (Describe, Analyze, Interpret and Evaluate)	9-17-19-2012 (Project #1 Due) Written Critique will count as a test and will be due on 9-24-2012	9-24-12
"Why Keep a Sketchbook?"	Discussion of the many uses of a sketchbook/Examples of past sketchbook assignments. Expectation of what a quality artwork looks like. <u>100 Creative Drawing Ideas Compiled and Edited by Anna Held Audette</u>	Choose six drawing assignments from this drawing book and complete each assignment to the best of your ability in your sketchbook. You may work on your assignments in class on Thursday and Friday, 9-20-21, 2012/ Your 1 <sup>st</sup> drawing is due on Monday for "Group Critique" Completed (6) Assignments due 9-28-2012	9-28-12

## Week 5

**Topic/Overview:** "Sketchbook Overview/group Critique" Introduction of "Making a Mark Using Pencil," creating values using pencil.

**Summary of Week 5 Assignments & Activities** "Sketchbook Critiques" and "Practice Drawings" using Cross-hatching, Hatching and Stippling

<i>Item(Name)</i>	<i>Type</i>	<i>Description</i>	
Critique over Project #1 Written Critique/Test Critique due 9-24-2012			9-24-12
Critique of			
first sketchbook assignment			
"Make a Mark" learning to use Discussion and Demo Creating a value chart using stippling,			
Pencil to draw and create value Cross-hatching, & hatching (9-17-21-2012)			
Practice "Bone Drawings from Direct Observation"			9-17-12
Practice drawings to be done in sketchbook			

## Week 6

**Topic/Overview:** "Bone Drawings in Pencil Focusing on Value" using both pencil and charcoal pencils (white/black)

**Summary of Week 6 Assignments & Activities** Project #2 "Pencil Drawing on White Paper"; "Charcoal Drawing on Black Paper"

<i>Item(Name)</i>	<i>Type</i>	<i>Description</i>	
"Pencil Drawing on White Paper"	Beginning Project #2, discussion of expectations for drawing	Studio work time (9-24-26-2012) "Pencil Bone Drawing on White Paper"	9-24-26
"Charcoal Drawing on Black Paper"	Discussion of expectations of Project #3	Create a value strip using charcoal pencils (white & black) "Charcoal Bone Drawing on Black Paper" Studio work time (9-26-28-2012)	9-26-28
Written Critique Homework	Written Critique in the form of Art Criticism/Test	Written Critique over Project #2 & #3 To be done outside of class and will be due	10-2-12

		on 10-2-2012 (Tuesday)	
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## Week 7

**Topic/Overview:** This week focuses on “Still-life” and “Direct Observation”

### Summary of Week 7 Assignments & Activities “The Skeleton and the Harvest”

Item(Name)	Type	Description
Group Critique over Sketchbook Assignments (6)	Walk Around and Discuss Critique Over (6) Sketchbook Assignments	Each student will explain and present their own work to the group for discussion (10-1-2,2012) Test Grade
What is a “Still-life?” Setting up your composition	Notes and discussion over still-life and direct observation.	Notes/Expectations and Objectives for Project #4 “The Skeleton and the Harvest” Setting up your composition (Still-life created on 18” x 24” Black Paper with colored pencils (10-3-4-2012)
Shading with colored pencils	Demo using colored pencils in creating colored strips to help in understanding how to layer color with colored pencils, introducing also tints and shades.	Complete composition set up for still-life drawing Create colored pencil color strips using layering of color to create new colors/& tints and shades (10-4-5-2012)
Homework		Completing colored strips (due 10-8-2012) Outside Studio Time required

## Week 8

**Topic/Overview:** This week continues to focus on direct observation/still-life. Students will review color theory and work on developing skill of colored pencils.

### Summary of Week 8 Assignments & Activities “The Skeleton and the Harvest”

Item(Name)	Type	Description	
Introduction of “Color Theory” & Texture, Balance and Space	Discussion & Notes	Notes over color	
Continue on Still-life	Studio time	Continue on working on their still-life (10-15-2012)	10-15-1
Mid-Term	Mid-Term over visual vocabulary and will include a personal portfolio review	Mid-Term: Portfolio Review, Vocabulary, & Photographs of works completed thus far (10-19-2012)	10-19-1

## Week 9

**Topic/Overview:** This week focuses on continue working on still-life

### Summary of Week 9 Assignments & Activities “The Skeleton and the Harvest”

Item(Name)	Type	Description	
“The Skeleton and the Harvest”	Studio Time	Students will continue to work on their large still-life on black paper (18” x 24”) in colored pencils Due 10-15-2012	10-15-1
Written Critique over	Homework	Complete Written Critique over your still-life	

"The Skeleton and the Harvest"		outside of class. The critique will be due after the group critique on Tuesday 10-16-2012 10(Test)	
Homework	Required Studio time out side of class	Complete still-life outside of class if needed for it is due 10-15-2012	10-15-1

## Week 10

**Topic/Overview:** This week will focus on "Intensity" and "Contract" creating a charcoal still -life of a violin created in a "Cubism" format for the composition; "The Violin and Cubism"

**Summary of Week 10 Assignments & Activities** Group Critique over Project #4, Beginning Project #5, "The Violin and Cubism"

Item(Name)	Type	Description	
Complete and add final touches to Still-life Group Critique	Studio Time Group Critique (Test) over "The Skeleton and the Harvest" Project #4	Finish still-life Group Critique-Students will present their still-life for review and suggestions (10-16-17-2012)	10-16-1
Visual Vocabulary What is "Cubism?"	Vocabulary-Contrast, Value and Intensity/Notes and Discussion	Notes and Discussion	
The Violin and Cubism"	Setting up your composition/beginning your still-life	Setting up your composition and beginning your still-life (10-18-26-2012)	10-18-2

## Week 11

**Topic/Overview:** This week focuses on setting up your composition in a cubism fashion and developing the skill of working in charcoal.

**Summary of Week 11 Assignments & Activities** Setting up your composition and working in charcoal

Item(Name)	Type	Description	
Practice Time With Charcoal and Working in Value	Demo-Working with "Lights" and "Darks"/"Contrast" and "Intensity" with charcoal	Practice time using charcoal	
Finishing your composition/format	Studio Time	Students will beginning working on their still-life of a violin Due 10-26-2012	10-26-1
Written Critique	Homework/Outside Studio Time	Written Critique for homework/test-due 10-29-2012	10-29-1

## Week 12

**Topic/Overview:** This week focuses on the figure; contour and cross-contour line.

**Summary of Week 12 Assignments & Activities** "Cross Contour Line Figures"

Item(Name)	Type	Description	
Group Critique/Written Critique	Group Critique over "The Violin and Cubism" Project #5	Group Critique (10-29-30-2012)	10-29-1
Visual Vocabulary &	Notes over visual vocabulary and	Notes over Vocabulary	

Practice Time	practice time with contour/cross-contour line	<i>Practice time using cross-contour and contour lines (10-31-2012)</i>	
Introduction to "Figure Drawing"	Practice Timed Settings	Practiced timed, settings/1, 2 and 3 minutes (11-1-2-2012)	11-1-2-

## Week 13

**Topic/Overview:** This week focuses on the "Cross-Contour Figure"

**Summary of Week 13 Assignments & Activities** "The Cross-Contour Figure"

Item(Name)	Type	Description	
"The Cross-Contour Figure"	Studio Time / Project #6	Students will pair up and draw each other using contour line, adding simple detail. Students will then complete their drawings using cross-contour line. Students will finish their drawings up in regular and thin line Sharpies (black). The figure must be placed in a setting and they must complete the whole picture plane with their figure drawing. (11-5-16-2012)	11-5-16
Sketchbook Drawings <u>100 Creative Drawing Ideas</u>	Students will choose three sketchbook assignments and will complete them in time for the final review of their portfolio The Sketchbook assignments will be worked on outside of class as homework and outside studio time	(3) Sketchbook assignments from <u>100 Creative Drawing Ideas</u> Due- during final portfolio review (12-10-2012)	12-10-1

## Week 14

**Topic/Overview:** This week focuses will be on completing "The Cross-Contour Figures"

**Summary of Week 14 Assignments & Activities** "The Cross Contour Figures"

Item(Name)	Type	Description	
"Cross-Contour Figures"	Studio Time	Continue working on figures (Due: 11-19-2012)	11-19-1
Written Critique/Group Critique	Homework/Outside of Class	<i>Written Critique/Group Critique Due 11-20-2012</i>	11-20-1

## Week 15

**Topic/Overview:** This week focuses on "Their Own Idea"

**Summary of Week 15 Assignments & Activities** Students will create a colored pencil, Surrealism drawing using their imagination and creativity

Item(Name)	Type	Description	
Surrealism, what is it?	Notes & Discussion	<i>Discussion and Notes</i>	
Pre-Drawing & Idea "Surrealism" Project #7	Pre-Drawing/Idea	Beginning a Surrealism Drawing to be completed in colored pencils Due: 12-5-2012	12-5-12



## Week 16

**Topic/Overview:** This week focuses on completion of portfolio and final exam/portfolio review/artist statement.

### Summary of Week 16 Assignments & Activities

Item(Name)	Type	Description	
Artist Statement	What is an artist statement? How to write an artist statement	Writing artist statement and completing portfolio for review 12-7-2012	12-7-12
Surrealism Drawing	Studio time	Continue on Surrealism Drawing and complete Due 12-5-2012	12-5-12
Sketchbook Drawings Due (3) 12-7-2012	Homework/Outside of Class Time	Homework/Sketchbook Assignments due 12-7-2012	12-7-12
Final Exams/Final Critique and Portfolio	Final Exam/Portfolio Review	Final Exam 12-10-13-2012	12-10-1

### Grading Policy

Each week, I will provide grades or scores and comments on assignments. Late assignments receive a 10% deduction for each day they are late if assignments are turned in on the day they are due. Assignments more than 5 days late will not be accepted. Students should submit assignments to the instructor.

Percentage %	Grade
90-100	A- Exceptional /over the top/superior
80-89 70-79	B-Above average C-Average work
60-69 Below 60	D-Below average F-Failure

### Special Needs

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations.

### Learning Resource Center (Library)

The Library, known as the [Learning Resources Center](#), provides research assistance via the [LRC's catalog \(print books, videos, e-books\)](#) and [databases \(journal and magazine articles\)](#).

[Research guides](#) covering specific subject areas, [tutorials](#), and the "[Ask a Librarian](#) " service provide additional help.

The LRC has a large collection of art resources and one of the largest collections of photographic resource materials in West Texas including periodicals, video and slide/audio tapes and photographic books.

### **Student E-mail**

Please access your [Odessa College Student E-mail](#), by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. **All assignments or correspondence will be submitted using your Odessa College email.**

### **Student Portal**

Please access your [Odessa College Student E-mail](#), by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. **All assignments or correspondence will be submitted using your Odessa College email.**

### **Technical Support**

For Blackboard username and password help and for help accessing your online course availability and student email account contact the Student Success Center at 432-335-6878 or online at [https://www.odessa.edu/dept/ssc/helpdesk\\_form.htm](https://www.odessa.edu/dept/ssc/helpdesk_form.htm).

### **Important School Policies**

For information regarding student support services, academic dishonesty, disciplinary actions, special accommodations, or student's and instructors' right to academic freedom can be found in the [Odessa College Student Handbook](#).