ARTS-1316.001
DRAWING I
FALL 2016
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Schedule: MW 6:30pm-9:20pm
Location: CA-224
Office Hours: MW 1:00pm-1:50pm

A. DRAWING I
Drawing I is a studio course investigating a variety of media techniques, as well as descriptive and expressive possibilities, to aide in the basic understanding of drawing.

B. FOCUS, PURPOSE AND GOALS OF COURSE:

1. COURSE PURPOSE:
The purpose of Drawing I is to provide each student with specific drawing media experiences and to build basic perceptual skills in terms of drawing from studio set-ups. The student will also gain basic knowledge of the elements of art: line, value, shape/volume, texture, and (some) color to lead to their deliberate manipulation for different types of spatial illusion, compositions, and expressive meaning.

2. COURSE GOALS:
Drawing I is designed to build each students' perceptual, compositional, expressive and media skills so that by the end of the semester he or she will:

a. learn to make a drawing based on increased sensory perception as opposed to preconceived ideas of what the object should look like.
b. show an analytical understanding of the basic elements of art and how they interact within the picture plane. These elements are shape/plane/volume, value, line, texture, and color, that interact to affect space, design, and content in a drawing. They will be presented one unit at a time.
c. draw objects in an accurate manner with expressive uses of the elements of art.
d. make drawn abstractions of form and space from a given still life or from the imagination.
e. demonstrate successful composition showing balance, unity and variety.
f. demonstrate the use of a variety of materials through traditional means and by experimentation initiated by the student. Flexibility of approach (controlled and spontaneous) will be encouraged.
g. be able to verbalize compositional and spatial analyses of his/ her drawings.
h. be able to verbalize at least a general knowledge of historical and contemporary trends in drawing.
i. have executed a variety of drawings in class, as assigned by the instructor.
j. have executed a sketchbook or other drawing assignments outside of class (to
spend three or fours hours per week outside of class).

k. have actively participated in individual and/or group critiques of class work.

l. have demonstrated self-confidence in the ability to draw by producing drawings that confirm eagerness to try new methods and materials, boldness in execution, continuous production, and a concern for the presentation and protection of drawings.

m. have demonstrated knowledge of and performed safe and effective studio practices.

C. PERFORMANCE OBJECTIVES - Expected student outcomes by domain:

1. COGNITIVE: (Development of critical thinking skills, conceptual constructs, specialized vocabulary and art history.)

a. Each student will demonstrate an understanding of gesture drawing.

b. Each student will understand shape and flat space and will demonstrate using drawn line, value, *color, and texture. (* color is optional)

c. Each student will demonstrate an understanding of positive and negative shape and/or space.

d. Each student will demonstrate an understanding of planar analysis.

e. Each student will understand how to use drawn value, *color, line and texture to create a successful illusion of 3-D form. (* color is optional)

f. Each student will understand how to render the still life utilizing a single light source and cast shadows.

g. Each student will demonstrate understanding of linear and atmospheric perspective in a drawing.

h. The student will demonstrate interest in drawing by seeking design information from a variety of sources such as books, periodicals, exhibitions, museums, etc.

i. Each student will demonstrate understanding of the role of paper as drawing surface, with possible introduction to less traditional drawing surfaces.

j. Each student will be able to select appropriate drawing techniques and visual vocabulary to execute abstractions of still life.

k. Each student will be able to select appropriate drawing techniques and visual vocabulary to execute drawings with a chosen mood or social or psychological content.

l. Each student will execute drawings with firm understanding of the principles of good design, such as understanding of unity, variety, and balance.

m. Each student will be able to research historical/contemporary aspects of drawing form.

n. Each student will be able to offer an oral critique of drawing form.

o. Each student will be able to participate in group critiques.

2. PSYCHOMOTOR: (Development of manipulative, work-oriented skills; demonstration of specific process skills)

a. Each student will demonstrate how to make dry drawing media smudge-proof.

b. Each student will be able to prepare paper for wet drawing media.

c. Each student will demonstrate good presentation techniques for drawings.
d. Each student will demonstrate good craftsmanship in terms of use of drawing media, techniques and presentation.
e. Each student will master both perceptual and conceptual skills.
f. Each student will develop the eye-hand coordination necessary for perceptual drawing.
g. Each student will demonstrate well-developed skill in at least one drawing media, with introduction to at least three other drawing media and/or techniques, including charcoal, conte, pastel, pencil, oilstick, collage, felt tip marker, ink (pen and brush), etc. Computer drawing software might be introduced, but should not be the focus of drawing at this level.
h. The student will demonstrate a capacity for synthesis by making drawings, which incorporate and unify disparate elements, processes, motifs and concepts.
i. The student will develop technical and craftsmanship skills through hands-on work with materials.
j. The student will demonstrate flexibility and adaptability by using a variety of technical and conceptual strategies in resolving drawing problems.
k. The student will demonstrate fluency by producing several different solutions to the same problem.
l. The student will be able to understand studio technology and safety
m. The student will be able to control form so that a finished presentation is accomplished.
n. The student will be able to install drawings for ideal contextual viewing.
o. The student will be able to orally critique two-dimensional drawn form.
p. The student will be able to create two-dimensional forms, which explore both perceptual and conceptual issues.
q. The student will demonstrate respect for the discipline of drawing by presenting neat, clean, well-crafted projects.

3. AFFECTIVE: (Development of behavioral skills which help the student acquire a positive attitude toward self, other students, faculty, facilities and equipment, housekeeping in the work area, and the ability to carry out directions, meet deadlines, meet attendance requirements, etc.)
a. The student will demonstrate interest in drawing by regular and punctual class attendance.
b. The student will demonstrate the ability to follow assignment instructions as well as intrinsic motivation by persistence in staying on task and frequently exceeding the production requirements set by the instructor.
c. The student will demonstrate courage and tenacity by persistence in resolving problems and completing assignments in a timely manner - by repeated attempts to resolve or improve upon solutions to drawing problems, especially in the face of risk taking and failure.
d. The student will demonstrate resistance to premature closure and openness to discovery by allowing technical and conceptual processes to evolve and by permitting and even seeking a variety of sources and processes to generate drawing ideas and products.
e. The student will demonstrate awareness by producing drawings in which nuance is evident (nuance in form, nuance in content).
f. The student will demonstrate independence of judgement (and resistance to peer sanctions) by producing drawings which are personally unique or unusual in character.
g. The student will demonstrate confidence by his or her willingness to attempt difficult or complex drawing problems.
h. The student will demonstrate persistence in working on drawing problems in which neither the problem or the solution is clearly evident or defined.
i. The student will observe safe studio and shop practices.
j. The student will demonstrate an ability to analyze by verbally identifying and articulating the salient elements in particular drawings.
k. The student will demonstrate the ability to tolerate diverse views.
l. Each student will demonstrate the ability to participate in group or individual critiques, accepting and offering constructive criticism.
m. The student will demonstrate the ability to participate in class discussion and demonstrate critical thinking skills.
n. The student will demonstrate interest in drawing by asking relevant questions and by participating, without prompting, in group and individual critiques.
o. The student will demonstrate the ability to contribute to the studio working environment.
p. The student will demonstrate the ability to complete tasks.
q. The student will bring the proper drawing materials in class to do classwork.
r. The student will demonstrate the ability to follow instructions in class.
s. The student will perform outside drawing projects as assigned.
t. The student will demonstrate the ability to focus on personal and group objectives.
u. The student will demonstrate the ability to prepare adequately for examinations.

**Textbook**
In lieu of a textbook, students will be given readings.

**Attendance**
Attendance is mandatory for your success, will be recorded during each class session and is considered as part of the **professionalism** element of your final grade.

- You will lose a single letter grade on your fourth (4) absence.
- Five (5) absences will result in the drop of another letter grade.
- Six (6) absences will result in the failure of the course.
- Three (3) late arrivals or early departures will result in the recording of one (1) full absence.
- Students are required to attend class for the duration of the scheduled time or until the Professor dismisses the class.
- Attending critiques are mandatory.
Lockers
See Art Office to reserve a locker in the hallway.

Academic Integrity/Plagiarism.
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in removal from class.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class.

Grading and Evaluation
- In-Class Assignments: 25% (This includes in-class motivation, participation and attitude.)
- Homework: 25% (Sketchbook)
- Final Digital Portfolio: 25%
- Final Critiques: 25% (You must keep all in-class work and homework from the entire semester. A portion of this work will be presented during Final Critique. This grade reflects your participation and attitude during Final Critique.)

**Note: Final Critique usually takes two class periods. You must attend both class periods, even if you are not presenting your work. If you are absent during both days of Final Critique, you will not pass this course.

Classroom/professional behavior
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional
forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

**Statement of Civility**
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

**ACADEMIC ADVISING**

The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information, please call 361-825-3466.

**DISABILITY SERVICES**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room #116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**Grade Appeals:** Students who feel they have not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website (http://cla.tamucc.edu/about/student-resources.html). For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean.

**Statement of Academic Continuity**
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi;
this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**Materials List**
Drawing Board  
Clips or Tape  
Portfolio (to keep paper and drawings)  
Pencils (6B, 5B, 4B, 3B, 2B, F, H, 2H, 4H, 6H)  
Pencil Sharpener  
Soft Vine Charcoal  
Compressed Charcoal  
White Charcoal  
Erasers (Plastic and Kneaded)  
Yard Stick  
Box Cutter or Utility Knife  
Rubber Cement and Elmer’s Glue  
Sketchbook 8.5 x 11  
Newsprint (18 by 24)  
Any Good Drawing Paper (18 by 24)  
Acrylic paints: black and white  
Brushes (small flat and round, medium flat and round)  
Plastic Cups  
Scissors  
Tape

**Tentative Course Outline**
Week 1: Introduction to Materials and Syllabus.  
Week 2: Reference Points (Still Life, Soft Vine Charcoal)  
Week 3: Contour Line (Still Life, Soft Vine Charcoal)  
Week 4: Positive/Negative Space (Still Life, Soft Vine Charcoal)  
Week 5: Sight Lines (Still Life, Soft Vine Charcoal)  
Week 6: Experiments in Mark Making (Still Life, Alternative Materials)  
Week 7: Value and Light (Still Life, Charcoal)  
Week 8: Texture (Still Life, Pencil)  
Week 9: Contrast (Space, Natural Light versus Electric Light, Pencil)  
Week 10: Composition (Space, Pencil)  
Week 11: Interior Space (Pencil)  
Week 12: Exterior Space (Pencil)  
Week 13: Master Copy (Collaborative)  
Week 14: Master Copy (Collaborative)  
Week 15: Final Crit  
**Week 16: Final Crit**
Final Exam Day: Turn in Your Digital Portfolio
Signature Page

My signature below indicates that I have read and understand this syllabus and have been given a copy of my own to keep.

______________________________________________________________________

Student Signature Date