

Reedley College

Proposed Course Modification

Course # / Title Art 7 / Beginning Drawing

CHECK OFF SHEET

PRELIMINARY STEPS. Do before completing Course Modification Form.

(EACH BOX SHOULD BE CHECKED AS COMPLETED BEFORE SUBMISSION.)

1. Communicate with the Curriculum Chair regarding intent to modify an existing course outline (recommended, not required).
2. List term for implementation of modifications:
 Fall 2010 Spring _____ Summer _____
3. Check one:
Do not complete Fresno City College course alignment page if:
_____ No similar course or program at FCC.
 x Course currently in common with FCC course or accepted in lieu of and changes will not affect status.

Complete Fresno City College course alignment page if:

- _____ Course currently in common with FCC course or accepted in lieu of. Changes may affect status. Consult with counterparts at FCC and complete alignment page
- _____ Course not in common or accepted in lieu of but may be with proposed changes consult with FCC counterparts

4. Changes sought in the following:

CSU General Education Code	Yes	_____	No	_____
Transfer Baccalaureate List	Yes	_____	No	_____

If yes to either, schedule an appointment with the Articulation Officer

5. Changes sought in number of repeats for credit:

_____ Yes
 x No

If yes, secure a **Course Repetition** form from the Curriculum Office.

PROPOSED COURSE MODIFICATION FORM

- Appropriate sections of Course Outline of Record completed.

FINAL steps (Do after completing Course Outline of Record)

1. Signature Form. Secure signatures of the Department Chair and the Associate Dean before submitting the completed course proposal to the Curriculum Office.
2. Program Description. Course modification will change an existing program which is or will be described in the college catalogue.

_____ Yes x No

If yes, complete **Program Description Form** before submitting modification.

3. Final Check. All items above have been completed and checked off before modification is submitted.

**Reedley College
PROPOSED COURSE MODIFICATION**

All changes and modifications in the official course outline must come to the Curriculum Committee. Though minor changes may seem obvious, even these need to come to committee for information and to update the official curriculum. Changes in programs or in several department offerings should be submitted together if possible so that the whole picture is clear.

OUTLINE. Please fill in current existing course number, title, and units for course to be modified.

Department Art Course No. 7
 Course Title Beginning Drawing Units 3.0
 Effective Date Fall 2010

**A. PROPOSED CHANGES.
(Indicate below all proposed changes to be made in the course outline.)**

I. Cover Page

- | | |
|---|--|
| <input type="checkbox"/> 1. Course ID
<input type="checkbox"/> 2. Course Title
<input type="checkbox"/> 3. Units
<input type="checkbox"/> 4. Lecture/Lab Hours
<input type="checkbox"/> 5. Grading Basis
<input type="checkbox"/> 6. Entrance Skills: Basic Skills Prerequisites/Advisories
<input type="checkbox"/> 7. Subject Prerequisites/Corequisites/Advisories | <input type="checkbox"/> 8. Classification (Degree applicable, Non-degree applicable, or Pre-collegiate Basic skills)
<input type="checkbox"/> 9. General Education Pattern, Graduation Requirement, and Major Category
<input type="checkbox"/> 10. General Education Pattern/Baccalaureate (CSU)
<input type="checkbox"/> 11. Repeatability
<input type="checkbox"/> 12. Catalog Description |
|---|--|

Other pages

- | | |
|--|---|
| <input checked="" type="checkbox"/> II. Course Outcomes
<input type="checkbox"/> III. Course Objectives
<input type="checkbox"/> IV. Course Content Outline
<input type="checkbox"/> V. Approved Readings | <input type="checkbox"/> VI. Methods of Grading
<input type="checkbox"/> VII. Levels of Educational Materials
Additional Pages (optional depending on course)
<input type="checkbox"/> Request for Repeatability/Limitation on Enrollment |
|--|---|

B. DESCRIPTION OF CHANGES AND MODIFICATIONS.

ITEM NO.	CHANGED FROM	CHANGED TO	REASON
II.	(see outline, changes are highlighted)	(see outline)	Consolidation of Student Learning Outcomes.

(Additional sheets may be attached if necessary.)

C. EXPLANATIONS. If course modification results in changes in the program which will require use of the program description form, please give rationale.

Please attach the complete outline before modifications to this form. If only the first page of the outline is being modified, also attach the new first page. If other pages of the outline are being modified, please attach the complete new outline.

Reedley College

SIGNATURE FORM

Submission/Recommendation/Action

Course Department and Number: Art 7

Course Title: Beginning Drawing

Effective Date: Fall 2010

1. Submitted By: Stephen Dent Date: 01/29/10

2. Reviewed by Department: _____ Date: _____
Department Chair's Signature
Attach department recommendation. (optional)

3. Received/Reviewed by Dean of Instruction: _____ Date: _____
Dean's Signature

4. Approved by Curriculum Committee on: _____
Date

Curriculum Committee Chair Date

Vice President of Instruction Date

5. Reviewed by Articulation Officer: _____ Date: _____

CSU GE Code submitted for articulation: _____



CREDIT COURSE OUTLINE

I. COVER PAGE

(1)
Course ID: ART 7

(2)
Course Title: Beginning Drawing

(3)
Units: 3.0

<p>(4) Lecture / Lab Hours:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; text-align: right;">Total Course Hours</td> <td style="width: 30%; text-align: right;">Total Lec hours:</td> <td style="width: 40%; text-align: center; border: 1px solid black;">36</td> </tr> <tr> <td></td> <td style="text-align: right;">Total Lab hours:</td> <td style="text-align: center; border: 1px solid black;">72</td> </tr> <tr> <td colspan="3">Lec will generate _____ hour(s) outside work</td> </tr> <tr> <td colspan="3">Lab will generate _____ hour(s) outside work.</td> </tr> </table>	Total Course Hours	Total Lec hours:	36		Total Lab hours:	72	Lec will generate _____ hour(s) outside work			Lab will generate _____ hour(s) outside work.			<p>(8) Classification:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Degree applicable:</td> <td style="width: 30%; text-align: center;">x</td> </tr> <tr> <td>Non-degree applicable:</td> <td></td> </tr> <tr> <td>Pre-collegiate basic skills:</td> <td></td> </tr> </table>	Degree applicable:	x	Non-degree applicable:		Pre-collegiate basic skills:	
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Pre-collegiate basic skills:																			
<p>(5) Grading Basis:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; text-align: right;">Grading scale only</td> <td style="width: 30%;"></td> </tr> <tr> <td style="text-align: right;">Pass/No Pass option</td> <td style="text-align: center;">x</td> </tr> <tr> <td style="text-align: right;">Pass/No Pass only</td> <td></td> </tr> </table>	Grading scale only		Pass/No Pass option	x	Pass/No Pass only		<p>(9) RC Fulfills AS/AA degree requirement: (area)</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;"></td> <td style="width: 30%; text-align: center;">C</td> </tr> </table> <p>General education category:</p> <p style="text-align: center;">Major: _____ Art, Fine Arts</p>		C										
Grading scale only																			
Pass/No Pass option	x																		
Pass/No Pass only																			
	C																		
<p>(6) Basic Skills Prerequisites:</p>	<p>(10) CSU: Baccalaureate:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;"></td> <td style="width: 30%; text-align: center;">x</td> </tr> </table> <p>(11) Repeatable: (A course may be repeated three times)</p>		x																
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<p>Basic Skills Advisories: Eligibility for ENGL 125, ENGL 126</p>	<p style="text-align: center;">For Office Use Only</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">New</td> <td style="width: 15%;"></td> <td style="width: 15%;">Mod</td> <td style="width: 15%;"></td> <td style="width: 40%;">Effective Date:</td> </tr> </table>	New		Mod		Effective Date:													
New		Mod		Effective Date:															
<p>(7) Subject Prerequisites (requires C grade or better):</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">SAM Priority:</td> <td style="width: 30%;">DATATEL ID:</td> </tr> <tr> <td>Unit Code:</td> <td>TOPS Code:</td> </tr> <tr> <td>Reporting ID:</td> <td>Date Reporting ID Assigned</td> </tr> </table>	SAM Priority:	DATATEL ID:	Unit Code:	TOPS Code:	Reporting ID:	Date Reporting ID Assigned												
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Program Status:	Course LHE:																		
<p>Subject Advisories:</p>	<p>Replaced by: Date:</p>																		
<p>(12) Catalog Description:</p> <p>Emphasis is on developing basic skills in objective, representational, freehand drawing in various two-dimensional media. Through lecture and studio practice, students learn about: representational, abstract, non-objective, and conceptual approaches to drawing; the visual language of drawing, composition (the Elements and Principles of Design); historical and contemporary rendering techniques and media; and drawing as creative personal expression.</p>																			

II. COURSE OUTCOMES:

(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)

Upon completion of this course, students will be able to:

- A. Create a portfolio of artwork demonstrating a beginning level proficiency in course medium addressing issues of form and content.
- B. Demonstrate a comprehension of the visual vocabulary through the drawing process in the creation of artwork.
- C. Critique works of art.

III. COURSE OBJECTIVES:

(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)

In the process of completing this course, students will:

- A. Freehand draw three-dimensional, representational imagery with accurate proportions on a two-dimensional surface.
- B. Identify, discuss, and integrate the Elements and Principles of Design into the drawing process.
- C. Identify, discuss, and use historical and contemporary rendering techniques and media.
- D. Create the illusion of space and volume on a two-dimensional surface using various rendering techniques and perspective.
- E. Differentiate between representational, abstract, non-objective, and conceptual drawings.
- F. Draw in representational, abstract, non-objective, and conceptual ways.
- G. Think of creative solutions to drawing and design exercises and problems.
- H. Make aesthetic decisions autonomously.
- I. Use vocabulary that is specific to the drawing process.
- J. Discuss the functions of drawing.
- K. Critique formal and subjective aspects of drawings individually and in groups.
- L. Express oneself through the drawing process.

IV. COURSE CONTENT OUTLINE:**Lecture and Lab content is covered by the following:**

- A. Drawing with Line
 - 1. Seeing Shape
 - a. Positive shapes
 - b. Negative shapes
 - 2. Outlining
 - 3. Blind Contour
 - 4. Contour
 - 5. Cross Contour
 - 6. Linear thickness, tonality and creating space
- B. Gesture
 - 1. Line
 - 2. Mass
 - 3. Mass and line
 - 4. Sustained gesture
- C. Proportion (Tools and Siting Methods)
 - 1. Transparency grids
 - 2. Cropping windows
 - 3. Measuring sticks
 - 4. Mental grids (scaffolding)
 - 5. Angles, polygons, ellipses
- D. Creating the Illusion of Volume and Space
 - 1. Chiaroscuro
 - 2. Gradients
 - 3. Continuous tone
 - 4. Hatching
 - 5. Pointilism
 - 6. Lights Sources and cast shadows
 - 7. Atmospheric perspective
 - 8. 1, 2 & 3 point linear perspective
- E. Historical Overview: Drawing Methods and Materials (Use Multicultural Examples)
 - 1. Charcoal
 - 2. Graphite
 - 3. Silverpoint
 - 4. Ink and wash
 - 5. Conte Crayon
 - 6. Pastel
 - 7. Colored Pencil
 - 8. Mixed-Media
 - 9. Computer
- F. Drawing Composition
 - 1. The Elements of Design
 - a. Line
 - b. Shape
 - c. Form
 - d. Color
 - e. Value
 - f. Texture
 - g. Time/Motion
 - h. Space

2. The Principles of Design
 - a. Unity/Variety
 - b. Balance
 - c. Emphasis
 - d. Rhythm
 - e. Pattern
 - f. Directional Forces
 - g. Scale/Proportion

G. Drawing Content

1. Realism (Use Multicultural Examples)
2. Abstraction (Use Multicultural Examples)
 - a. Progressive
 - b. Organic
 - c. Geometric
 - d. Distortion
 - e. Non-objective
3. Conceptual
4. Personal Expression

H. Functions of Drawing

1. Record/document
2. Study/design
 - a. Develop ideas
 - b. Test visual compositions
 - c. Gain visual and structural understanding of objects
 - d. Problem solve
3. Visual Communication

V. APPROPRIATE READINGS

Reading assignments may include but are not limited to the following:

A. Sample Text Title:

Drawing: Structure and Vision, Fritz Drury & Joanne Stryker, Pearson Prentice Hall, 2008, ISBN-13: 9780130896025

Drawing: A Contemporary Approach, Teel Sale & Claudia Betti, Cengage Learning, 2007, ISBN-13: 9780495094913

Drawing Basics, Jacklyn St. Aubyn, Cengage Learning, 2006. ISBN-13 9780495006282

The Art of Responsive Drawing, Nathan Goldstein, Pearson Prentice Hall, 2005. ISBN-13: 9780131945616

Drawing from Life, Clint Brown & Cheryl Mclean, Cengage Learning, 2003. ISBN-13: 9780534613532

Drawing Dimensions, A Comprehensive Introduction, Cynthia Dantzic, Prentice Hall, 1999. ISBN 0-13-220153-4

B. Other Readings:

x	Global or international materials or concepts are appropriately included in this course
x	Multicultural materials and concepts are appropriately included in this course.

If either line is checked, write a paragraph indicating specifically how global/international and/or multicultural materials and concepts relate to content outline and/or readings.

Art from many geographical locations and world cultures are studied in this course. Course content specifically requires the inclusion and integration of multicultural visual examples (see: Historical Overview: Drawing Methods and Materials).

VI. METHODS TO MEASURE STUDENT ACHIEVEMENT AND DETERMINE GRADES:

Students in this course will be graded in at least one of the following four categories. Please check those appropriate. A degree applicable course must have a minimum of one response in category A, B or C.

A. Writing			
<i>Check either 1 or 2 below</i>			
x	1. Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.		
	2. Substantial writing assignments are NOT required. If this box is checked leave this section blank. For degree applicable courses you must complete category B and/or C.		
	a. essay exam(s)		d. written homework
x	b. term or other papers(s)		e. reading reports
	c. laboratory reports	x	f. other (specify) written critiques

Required assignments may include but are not limited to the following:

1. Written/oral research report summarizing the life, working process, and drawings of a master drawer
2. Written/oral research report chronicling the development/evolution of a particular drawing medium
3. Written/oral research: global perspectives (multicultural Art)
4. Written/oral critiques of master’s works
5. Written/oral critiques of student works
6. Written/oral self-evaluations/critiques

Sample assignment:

In your sketchbook write a one page response to the assignment and the critique process. Response may focus on the following areas:

- What did you most enjoy about the making of this drawing? What was the most difficult part of the drawing?
- How do content and form work together in your work?
- What changes would you make to your work?
- What feedback from your peers did you receive in regards to your work?

B. Problem Solving			
1. Computational or non-computational problem-solving demonstrations, including:			
x	a. exam(s)		d. laboratory reports
x	b. quizzes		e. field work
x	c. homework problems	x	f. other (specify) Outside class drawing assignments: sketchbooks, finished drawings

Required assignments may include, but are not limited to the following:

1. Quizzes and exams covering course content (see outline)
2. Weekly sketchbook homework assignments/exercises
3. Finished drawings

Sample assignment:

In your sketchbook use the appropriate media to create a series of non-representational drawings that convey the following emotions:

- Happiness, Sadness, Serenity, Anger, and Confusion
- Remember, form reveals content.

C. Skill demonstrations, including:			
x	a. class performance(s)		c. performance exam(s)
	b. field work	x	d. other (specify) outside drawings

Required assignments may include, but are not limited to the following:

1. Active participation in classroom (studio) learning activities. Students follow instructions, engage in instructor directed exercises and assignments; participate in discussions and critiques, and work to build their drawing skills with focused, disciplined, measurable effort.
2. The following drawings assignments (done in a variety of media) may include, but are not limited to the following:
 - a. Contour, blind contour, and gesture (single and series)
 - b. Representational proportion drawings (utilizing various siting methods and subject matter)
 - c. Chiaroscuro (hatching, pointillism, gradients, continuous tone)
 - d. Light sources and cast shadows
 - e. Atmospheric perspective (deep landscape)
 - f. Linear Perspective (1, 2 & 3 point)
 - g. Compositional strategies (the Elements and Principles of Design)
 - h. Abstract (progressive, organic, geometric, distortion, non-objective)
 - i. Conceptual
 - j. Personal expression

Sample assignment:

On a single sheet of newsprint make five blind contour line drawings of your hand in different positions.

D. Objective examinations, including:			
x	a. multiple choice	x	d. completion
x	b. true/false		e. other (specify)
x	c. matching items		

Sample question:

1. _____ is the gradual shifting of light to dark value to reveal form.

COURSE GRADE DETERMINATION:

Description/Explanation: Based on the categories checked in A-D, it is the recommendation of the department that the instructor's grading methods fall within the following departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor. The instructor's syllabus must reflect the criteria by which the student's grade has been determined. (A minimum of five (5) grades must be recorded on the final roster.)

If several methods to measure student achievement are used, indicate here the approximate weight or percentage each has in determining student final grades.

10 Drawings:	50%
Midterm drawing critique (oral):	5%
Midterm drawing critique (written):	5%
Final drawing critique (oral):	5%
Final drawing critique (written):	5%
Research Report:	20%
Quizzes/Exams (Drawing terminology)	10%
	100%

FOR DEGREE APPLICABLE COURSES

Course ID: Art 7

Course Title: Beginning Drawing

VII. EDUCATIONAL MATERIALS

For degree applicable courses, the adopted texts, as listed in the college bookstore, or instructor-prepared materials have been certified to contain college-level materials.

Validation Language Level (check where applicable):	College-Level Criteria Met	
	Yes	No
Textbook	x	
Reference materials	x	
Instructor-prepared materials	x	
Audio-visual materials	x	

Indicate method of evaluation:

Used readability formulae (grade level 10 or higher)	
Text is used in a college-level course	x
Used grading provided by publisher	x
Other: (please explain; relate to Skills Levels) Course content analogous to book content, appropriate for Beginning Drawing	x

Computation Level (Eligible for MATH 101 level or higher where applicable)	x	
Content		
Breadth of ideas covered clearly meets college-level learning objectives of this course	x	
Presentation of content and/or exercises/projects:		
Requires a variety of problem-solving strategies including inductive and deductive reasoning.	x	
Requires independent thought and study	x	
Applies transferring knowledge and skills appropriately and efficiently to new situations or problems.	x	
List of Reading/Educational Materials		
A. Sample Text Title:		
<p><u>Drawing: Structure and Vision</u>, Fritz Drury & Joanne Stryker, Pearson Prentice Hall, 2008, ISBN-13: 9780130896025</p> <p><u>Drawing: A Contemporary Approach</u>, Teel Sale & Claudia Betti, Cengage Learning, 2007, ISBN-13: 9780495094913</p> <p><u>Drawing Basics</u>, Jacklyn St. Aubyn, Cengage Learning, 2006. ISBN-13 9780495006282</p> <p><u>The Art of Responsive Drawing</u>, Nathan Goldstein, Pearson Prentice Hall, 2005. ISBN-13: 9780131945616</p> <p><u>Drawing from Life</u>, Clint Brown & Cheryl Mclean, Cengage Learning, 2003. ISBN-13: 9780534613532</p> <p><u>Drawing Dimensions</u>, A Comprehensive Introduction, Cynthia Dantzic, Prentice Hall, 1999. ISBN 0-13-220153-4</p>		
Comments:		
	This course requires special or additional library materials (list attached).	
x	This course requires special facilities: Art Studio equipped with tables and/or easels, sink	

TARGET COURSE

Art 7

Beginning Drawing

Number

Title

BASIC SKILLS ADVISORIES PAGE The skills listed are those needed for eligibility for English 125, 126, and Math 101. These skills are listed as the outcomes from English 252, 262, and Math 250. In the right hand column, list at least three major basic skills needed at the beginning of the target course and check off the corresponding basic skills listed at the left.

<p>Math Skills (eligibility for Math 101) (as outcomes for Math 250)</p> <p>_____ Performing the four arithmetic operations on whole numbers, arithmetic fractions, and decimal fractions.</p> <p>_____ Making the conversions from arithmetic fractions to decimal fractions, from decimal fractions to percents, and then reversing the process.</p> <p>_____ Applying the concepts listed above to proportions, percents, simple interest, markup and discount.</p> <p>_____ Applying the operations of integers in solving simple equations.</p> <p>_____ Converting between the metric and English measurement systems</p>	
<p><u>Reading Skills</u> (eligibility for English 126) (as outcomes for English 262)</p> <p><u> x </u> Using phonetic, structural, contextual, and dictionary skills to attack and understand words.</p> <p><u> x </u> Applying word analysis skills to reading in context.</p> <p><u> x </u> Using adequate basic functional vocabulary skills.</p> <p><u> x </u> Using textbook study skills and outlining skills.</p> <p><u> x </u> Using a full range of literal comprehension skills and basic analytical skills such as predicting, inferring, concluding, and evaluating.</p>	<ol style="list-style-type: none"> 1. Ability to comprehend the material in college level tutorial text. 2. Ability to understand terms and their use. 3. Ability to interpret written directions into visual applications.
<p><u>Writing Skills</u> (eligibility for English 125) (as outcomes for English 252)</p> <p><u> x </u> Writing complete English sentences and avoiding errors most of the time.</p> <p><u> x </u> Using the conventions of English writing: capitalization, punctuation, spelling, etc.</p> <p><u> x </u> Using verbs correctly in present, past, future, and present perfect tenses, and using the correct forms of common irregular verbs.</p> <p><u> x </u> Expanding and developing basic sentence structure with appropriate modification.</p> <p><u> x </u> Combining sentences using coordination, subordination, and phrases.</p> <p><u> x </u> Expressing the writer's ideas in short personal papers utilizing the writing process in their development.</p>	<ol style="list-style-type: none"> 1. Ability to write college level research reports. 2. Ability to express in writing information learned from lectures and tutorials. 3. Ability to coherent essays/short papers.

Check the appropriate spaces.

_____ Eligibility for Math 101 is **advisory** for the target course.

 x Eligibility for English 126 is **advisory** for the target course.

 x Eligibility for English 125 is **advisory** for the target course.

If the reviewers determine that an advisory or advisories in Basic Skills are all that are necessary for success in the target course, stop here, provide the required signatures, and forward this form to the department chair, the appropriate associate dean, and the curriculum committee.

Content review completed by _____ Date _____