Art 17 Syllabus

ART 17 54732
INTERMEDIATE DRAWING

Tue/TH 9 am -11:50 am

Office Hours M-F 8-9 am

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COURSE SYLLABUS

This course is an exploration of the creative act of drawing using representational, abstract, non-objective and conceptual forms. Students will build upon skills learned in beginning drawing and create a cohesive body of work. Historical and contemporary drawing techniques as well as drawing as a form of creative personal expression are integrated into course content.

In the process of completing this course students will:
Free hand draw three- dimensional, representational imagery with accurate proportions on a two- dimensional surface
Identify discuss and integrate the elements and Principles of Design into the drawing process
Identify discuss and use historical and contemporary rendering techniques and media
Create the illusion of space and volume on a 2-dimensional surface using various rendering techniques and perspective.
Differentiate between representational, abstract and non-objective and conceptual drawings.
Draw in representational, abstract, non-objective and conceptual ways
Think of creative solutions to drawing and design exercises and problems
Make aesthetic decisions autonomously
Use vocabulary specific to the drawing process
Discuss the functions of drawing
Critique formal and subjective aspects of drawings individually and in groups
Express oneself through the drawing process
Autonomously design a series of drawings which relate to each other in conceptual terms as well as formal visual terms.
Investigate individual processes of drawing

Intermediate Drawing students are expected to create a cohesive body or work demonstrating understanding of drawing techniques learned in Art 7 as well as demonstrating problem solving, refinement through critique and discussion collaboration with other Intermediate Drawing students. Composition, technical acuity and experimentation are emphasized in this course.

Students will:
Build on key art terms learned in Drawing 7
Select a theme, line of inquiry, or concept, and design a series of related drawings and meet with me individually each week to monitor progress.

Research supports and experimental surfaces as well as novel drawing media

Discuss and collaborate with fellow Art 17 students

Document Series progression with photos, sketches, thumbnails and notes on paper.

Research relevant artists working in the same theme as you chose for your series or something similar in formal visual terms and write a 5- page response paper (typewritten, double spaced).

Grading breakdown:
70 % Finished Series of drawings and documentation
Documentation: Write (typewritten please) a paragraph and turn in with each project. Must include ideation process, what lead to this visual solution), challenges you encountered (creative, technically, compositionally, etc) and how you successfully completed the project.
10% Research Response Paper
5 page double spaced typewritten paper on an artist which will be assigned mid-semester.

10% Critique/participation
Students are expected to contribute to in class discussions about their work, the work of fellow classmates using the vocabulary of art. Art vocabulary terms will be handed out week 2. Students are expected to study these terms and use them in Research response paper and artist statement about work they completed in this course.
5% Art Terminology
Art vocabulary terms will be handed out week 2
5% Artist Statement about series of work
Students will include art vocabulary terms in their statement about the work they’ve created in this course.

GRADING: Final grades are earned. They reflect the amount of energy, effort and thought you put into class, your work and yourself.
Effort = Evidence of effort, concentration and thinking in class exercises. This includes making mistakes, using your imagination, taking risks and not giving up. A subjective assessment is a part of this aspect of your grade.
A = Exemplary, using course content to truly explore and discover
B = Basic understanding +
C = Basic understanding
D = Basic understanding –
F = Punitive, Not turning work in, consistently disrespectful/disinterested behavior, etc.

ATTENDANCE: Students are expected to watch all video presentations including participating in online discussions.

Materials
Intermediate drawing students will select from colored pencil, charcoal, ink, multimedia and other types of non- traditional/experimental dry mediums.
I encourage Intermediate Drawing students to be experimental and explore alternate mark making tools and supports to draw on. Alternate ideas I’ve seen used in the past are metal, cardboard, the sidewalk, exotic papers, distressed paper, wallpaper, fabric, etc..
Drawing media is usually dry but feel free to experiment with wet media to create imagery which reads as drawings with an emphasis on line quality. Students have used sticks and other natural elements to dip into ink or something else and create marks on a surface that way.

Classroom Etiquette:

**CLASSROOM ETIQUETTE:  We all need to work together to have a safe and productive classroom environment. To that end, the following rules will be adhered to:**

1. When Professor C is addressing the class all students are paying attention. Eyes up, mouth closed, body facing forward, attentive. If a student cannot remain silent when I am addressing the class as a whole or when I am speaking to a student individually, trying to help them with their drawing, the student is choosing to disrupt in class learning and will be asked to leave the class. They will be given a referal to Shannon Solis, Dean of Students. Teaching and learning cannot happen if a student is disrupting the class.

2. Students cell phones will be on mute/vibrate mode, put away out of sight during class. Cell phones are a disruptive distraction in a studio art course. Students should consider dropping this course and finding a better suited  alternative if they are incapable or unwilling to follow this rule. For example, they may choose to take Art 7 online (asynchronous) with one of our sister colleges (Madera, Clovis, Fresno City College) all these colleges offer Art 7 and 9. Students who choose to use cell phones during class will be asked to leave the classroom and must make an appointment immediately to talk to Shannon Solis. The student will not be allowed back into class unless they agree to follow the rules of the class. If they are unwilling to do this they should drop Art 7 face to face and get into an alternate Art 7 course with one of our sister schools within the district.

In this face to face Art 7 course students can use their cell phones during the two 10 minute breaks during class. They can use their cell phones OUTSIDE THE CLASSROOM. Once they enter the 2 D area (both Art 159 and/or 155) cell phones are muted and put away.

*3. Students who choose to disrupt their own learning (and the learning of others) will be given a Dean of Students referral and will have to leave class immediately.*They will go to Building STS 22 and make an appointment to speak with Dean of Students Shannon Solis. Student will not be allowed to return to Art 7/17 until they have met with Dr. Solis.  When a student is referred to Dean of Students by me, for disruptive behavior which is impeding learning for others they will automatically sit out for a class session. Example: On a Monday, if a student is instructed to see Dr. Solis immediately, they are to leave class, immediately walk over to STS m 22 and make an appointment with Dean of Students. This student would also not return to class the following Wednesday. They will be marked absent and will have to find out what they missed from another student. Students who choose to disrupt class must accept the outcome of their choice. The point I'm trying to make here is please respect the learning process of others. No one student has the right to impede learning for the entire class or impede my effectiveness as an instructor. Consider this a first warning. Sometimes a second warning is required. We all make mistakes. But if a disruptive behavior persists, action will be taken to resolve that issue so classroom learning for all is achieved.

4. Students might be asked to speak to me in my office (with door open) if it is necessary (discussion regarding grades or other personal things - in order to respect and protect students privacy). If student is not comfortable in that setting the conversation can take place outside (near the fountain for example).  If a student is unwilling or unable to speak to me one on one, and they have that much anxiety in interacting with me, they are advised to drop the course and take it with another instructor teaching Art 7 with one of our sister campus

5. Students will not write or draw on dry erase/chalkboard. Save it for your projects!

6. Students who have learning challenges need to meet with DSP&S office to get assistance from/through a counselor who will then email me a referral form. I have been emailed several DSPS notices already. Students who require extra assistance (note taking, testing assistance, etc) are encouraged to work those things out directly with DSPS services as needed. We don't do traditional 'tests' in this course. The majority of your grade relies on the drawing projects you create to express your understanding of drawing techniques and ideas.

7. This is a college level beginning drawing course. Regardless of what kind of art you prefer, there are set criteria for understanding and learning how to draw in a formal way at the college level. And although we all are moved and inspired by the anime, comics genre, there willbe**no anime, comic book, video game related assignments in this course.** Students are free to enjoy that type of drawing outside the classroom in their free time.  It has been my experience some students are enamored with this one genre of image making to the exclusion of all other art forms and classical technical methods which are crucial to learning the foundational basics of drawing (realism).

Sometimes when a student discovers they won’t be doing this type of image making for credit in this class they take it quite hard and this resentment impedes learning for them and this bitterness sometimes effects other students in the class. Students need to get honest with themselves and after I go through the syllabus decide sooner than later if this is the course they want to be in at this time. If a student is not open to learning classical, drawing fundamentals they should drop this course. There’s plenty of wonderful courses to take here at Reedley College and our sister colleges. Also keep in mind instructors are different even though they may teach the same course. There might be a younger, more 'hip' instructor who allows anime related assignments. Read reviews. Realize if you need to take Art 7 you can opt to take it online with an instructor from one of our other schools in the district.  Get feedback from other students or speak with our Academic Advisor counselors to get some help selecting your courses. I encourage you to be invested in finding your pathway and making an academic plan for yourself.

I teach this course as if students have never drawn before. Some students are taking this course for 'fun'- as a creative elective to compliment their analytical STEM courses. All students are equally welcome here in Art 7.  We start with the basics and move slowly- practicing drawing techniques with various dry media and gradually we progress throughout the semester. Learning new things can be challenging to our ego. It is uncomfortable to ‘not know’.  I understand this feeling and I empathize. I do my best to help students feel supported and guided. But let me be clear. The learning is in the actual DOING. There are no easy ‘hacks’ or cheats’ like you find online. The challenge of learning is part of the challenge of learning. The frustration of not knowing cannot be removed. Instead, I suggest we acknowledge it, embrace it, call it out in the open and help each other get through the challenging times and celebrate together when we achieve moments of beauty and greatness in the images we create. The drawing skill you come in with does not matter. What does matter is  you trust me, follow my instructions, ask for assistance when you need it and out the time into learning how to draw by doing the projects and turning them in on time and well presented. **Attitude is more important to success in this class than drawing ability. Open mind and heart is always the best option.**

This course requires homework. It requires students spend between 2-6 hours on each assignment. This means 6 hours a week should be set aside for you to do the required homework projects for this course. If you are too strapped for time please consider taking an alternative course and consider taking a studio art course when you have the time it takes to learn how to draw. It takes practice, which means it takes time. There is no way to avoid this fact. If you don’t make the time to complete projects you will not pass this course. Failing a course can effect your GPA and your chances for financial aid so please take what I am saying seriously.  Be an active designer in your educational pathway. Make an appointment with our wonderful counselors if you need help. They want to help you!

8. Each student is required to post an up close photo of THEIR face on their Canvas page. When I call roll each morning it helps me identify students and learn their names. Canvas profile pictures need to images of student faces. Cropped right tight on the face. No cats, cartoons, symbols, etc... Not following this instruction makes it harder for me to grade student work and learn your names. No sunglasses. Nothing in the way of a tight up close cropped shot of your face. Students who refuse to comply with this simple request will be sent the Dean of Students.

9. Students are required to print their first and last name on the BACKSIDE of each assignment along with course number and section (Art 7 M/W) or Art 7 Tues/Th) If I cannot read your name because your writing is too sloppy, there is a good chance your assignment will not be graded and you will get a 0 score. So please, remember to label your work, so you get credit for the work you create and the help you need if you choose to re-work an assignment for a potentially improved grade.