I. INTRODUCTION

A. A foundation studio course exploring drawing with emphasis on descriptive, expressive and conceptual approaches. Students will learn to see and interpret a variety of subjects while using diverse materials and techniques. Course work will facilitate a dialogue in which students will engage in critical analysis and begin to develop their understanding of drawing as a discipline (ACGM).

B. This course fulfills the Creative Arts requirement at Central Texas College, is a recommended elective in some areas, is a foundation course for all visual arts majors, and serves as a general elective for any student.

C. In support of the objectives of the Texas core curriculum, this course provides significant exercise of students’ critical thinking, communication skills, teamwork and social responsibility. These objectives form a foundation of intellectual and practical skills that are essential for learning.
   - Critical thinking skills include creative thinking, innovation, inquiry and analysis, evaluation, and synthesis of information
   - Communication skills include effective development, interpretation and expression of ideas through written, oral and visual media.
   - Teamwork includes the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
   - Social responsibility includes the ability to connect choices, actions and consequences to ethical decision-making.

D. This course is related to all visual arts occupations and to any liberal arts study field.

E. Prerequisite: none

II. COURSE STUDENT LEARNING OUTCOMES

General Educational Objectives

Upon successful completion of this course, Drawing I, the student will be able to:

A. Describe visual subjects through the use of accurate and sensitive observation.
B. Generate drawings which develop descriptive, expressive and conceptual approaches.
C. Utilize varied materials and techniques with informed aesthetic and conceptual strategies.
D. Demonstrate an appropriate level of professional practice, including safety, craft and presentation.
E. To demonstrate an awareness and appreciation of the scope and variety of works in the arts and humanities.
F. Analyze and critique drawings, individually or in a group, through verbal and/or written response.
G. Relate drawing to design, art history and contemporary artistic production.
H. To be able to process information in new and creative ways.
I. To develop an appreciation for the aesthetic principles in the humanities and arts.
J. To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.
K. To understand artworks as expressions of individuals and civilizations in a historical context.
L. To respond critically to works in the arts and humanities individually or in a group.
M. To engage in the creative process and comprehend the physical and intellectual demands required of the artist.
N. To be able to articulate an informed personal reaction to works in the arts and humanities.

Specific Course Objectives
A. The students will demonstrate effective communication, critical thinking, and teamwork skills in their drawings.
B. Students will demonstrate an understanding of the relationship of the Visual Arts and Social Responsibility in drawing.
C. Students will work with a variety of drawing mediums.
D. Students will gain a familiarity with drawing terminology.
E. Students will be able to apply the Principles of Design to their drawings.
F. Students will apply a variety of techniques in drawing.
G. Students will apply a variety of accurate, expressive and conceptual approaches in drawing.
H. Students will solve visual problems and create dynamic compositions.
I. Students will discuss their work for grading in a professional manner in critiques and/or written form.
J. Students will present work for grading in a professional manner.
K. Students will maintain a professional and respectful attitude.
L. Students will maintain classroom facilities and share supplies.
M. Students will develop good interpersonal skills with other students and faculty.
N. The student will demonstrate the willingness to challenge traditional thinking and create works that challenge established norms and rules.
O. The students will explore topics dealing with the history of drawing.
P. The student will gain an overall appreciation of drawing as an expressive medium.

Texas Core Curriculum Objectives for Foundational Component Area – Creative Arts:

- Communication Skills (REQUIRED)

**Brief Description of Assignment and/or Activity to fulfill Course Objectives:**
Student groups/teams will create a visual arts project and/or submit an essay or speech that demonstrates an understanding of focus, organization, understanding the assignment, personal style, (and effective vocal and nonverbal communication if it is a speech). Given topics should focus on photography, but may include public art, architecture, environmental art, installations, etc., that are connected to photography.

**Direct Assessment Method:** A rubric will be used in photography, but could include embedded questions, juried assessment, pre/post tests and other methods.

**Brief Outline of Assessment Method(s):** The rubric for this portion of the project and/or essay or speech will include proper documentation, sources, and include visual elements that rely on good design. Each of the specific concepts of communication will be evaluated: focus, organization, understanding of the assignment, style, (and vocal delivery and nonverbal communication if it is a speech). The rubric will be a 5 point evaluation system with 5 being excellent, 4 being good, 3 being competent, 2 being marginal, and 1 being poor.
**Benchmark/Target:** 70% of all projects, speeches or essays will score at least an average of 3 on the rubric. The number of teams being evaluated will depend on the class size.

- **Critical Thinking Skills (REQUIRED)**

  **Brief Description of Assignment and/or Activity to fulfill Course Objectives:** Student groups/teams will create a visual arts project and/or submit an essay or speech that shows effective use of critical thinking skills that will include the concepts and use of inquiry, analysis, synthesis, and product. Given topics should focus on photography, but may include public art, architecture, environmental art, installations, etc., that are connected to photography.

  **Direct Assessment Method:** A rubric will be used in photography, but could include embedded questions, juried assessment, pre/post tests and other methods.

  **Brief Outline of Assessment Method(s):** The rubric for this portion of the project and/or essay or speech will exemplify effective and sound critical thinking in order to reach their conclusion. Each of the specific concepts of critical thinking will be evaluated: inquiry, analysis, synthesis and product. The rubric will be a 5 point evaluation system with 5 being excellent, 4 being good, 3 being competent, 2 being marginal, and 1 being poor.

  **Benchmark/Target:** 70% of all projects, speeches or essays will score at least an average of 3 on the rubric. The number of teams being evaluated will depend on the class size.

- **Teamwork: (REQUIRED)**

  **Brief Description of Assignment and/or Activity to fulfill Course Objectives:** Student groups/teams will create a visual arts project and/or submit an essay or speech that shows effective teamwork and the ability to support a shared goal as well as considering differing points of view. All team members should contribute to the research project, cooperate with one another, and be able to show good self-management skills. Given topics should focus on photography, but may include public art, architecture, environmental art, installations, etc., that are connected to photography.

  **Direct Assessment Method:** A rubric will be used in photography, but could include embedded questions, juried assessment, pre/post tests and other methods.

  **Brief Outline of Assessment Method(s):** The rubric for this portion of the project and/or essay or speech will exemplify effective teamwork and the ability to work with one another. Each of the specific concepts of teamwork will be evaluated: contribution, cooperation, and self-management. The rubric will be a 5 point evaluation system with 5 being excellent, 4 being good, 3 being competent, 2 being marginal, and 1 being poor.

  **Benchmark/Target:** 70% of all projects, speeches or essays will score at least an average of 3 on the rubric. The number of teams being evaluated will depend on the class size.
• Social Responsibility (REQUIRED)

Brief Description of Assignment and/or Activity to fulfill Course Objectives: Student groups/teams will create a visual arts project and/or submit an essay or speech that shows an understanding and use of social responsibility in relation to the visual arts. The student team should show a demonstration and understanding of intercultural viewpoints and civic knowledge in their project and their role in local, regional, national, and global communities. The student teams should demonstrate an understanding of good citizenship, social justice, and ecology. Given topics should focus on photography, but may include public art, architecture, environmental art, installations, etc., that are connected to photography.

Direct Assessment Method: A rubric will be used in photography, but could include embedded questions, juried assessment, pre/post tests and other methods.

Brief Outline of Assessment Method(s): The rubric for this portion of the project and/or essay or speech will exemplify an understanding of the relationship to photography and social responsibility. Each of the specific concepts of social responsibility will be evaluated: citizenship, social justice, and ecology. The rubric will be a 5 point evaluation system with 5 being excellent, 4 being good, 3 being competent, 2 being marginal, and 1 being poor.

Benchmark/Target: 70% of all projects, speeches or essays will score at least an average of 3 on the rubric. The number of teams being evaluated will depend on the class size.

Course Compilation/Summary Results: At the end of the semester, a rubric of success/failure will be created to show the percentages/results of all the sections for reporting purposes.

III. INSTRUCTIONAL MATERIALS

www.ctcd.edu/books

A. No text required.

B. 1. (2) Drawing Pads 18” x 24” (80 lb. paper)
   2. Charcoal: Vine and Pencil
   3. Pencils: Ebony pencil (or equivalent), 4B, 6B, #2 Pencil
   4. Erasers: Pink Pearl and Kneaded
   5. Workable Fixative
   6. Small Sketchbook (25-50 pages)
   7. White charcoal pencil or white prismacolor pencil
   8. Portfolio
   9. Box for supplies
   10. Large Drawing Board

Optional:
11. T-Square (24 inches)
12. 18” x 24” Frame (or larger)
13. Piece of white or black matboard

C. Audio Visual Aids: slides and videos as appropriate.

IV. COURSE REQUIREMENTS

A. Projects:
All projects must be completed and turned in on time. Students are expected to bring all necessary materials to class.

B. Class Performance:
1. Students are expected to attend every class, be on time, and remain throughout the class.

2. It is the responsibility of the student to initiate making up any work missed. An acceptable written excuse must be submitted and approved in order to submit exam projects.

3. Students are expected to maintain civility, courtesy, and scholastic honesty.

4. Students are expected to participate fully in class discussions and critiques.

5. Students will be expected to maintain their work area.

V. EVALUATION AND SEMESTER GRADE COMPUTATIONS

- Evaluation:
  
  o It is the instructor’s responsibility to objectively evaluate the student’s work. Each project or drawing will require specific skill and use of objectives. Each drawing is worth a total of 100 points. To receive the full total of 100 points on a drawing, the student must achieve all of the objectives.

  o Each student’s final grade is based on the following:
    
    ▪ Drawings: Homework and In-Class Drawings: 70%
    ▪ Attendance and Class Participation: 10%
    ▪ Quizzes and Exams: 20%

    A: 90 – 100
    B: 80 – 89
    C: 70 – 79
    D: 60 – 69
    F: 59 and below
- **Attendance:**

  Attendance in the class is mandatory. *After three unexcused absences, the student’s final grade will be lowered by one letter grade for each additional day of class missed.* If you are consistently late for class, you will receive a warning. If you continue to be late to class, you will be penalized 1 point from your final grade *for each tardy.* It is the responsibility of the student, not the instructor, to drop a class. Students who stop coming to class and do not drop will receive an F in the class. Extra points may be gained by attending university art openings (1 point on your final grade for each opening attended).

<table>
<thead>
<tr>
<th>Number of Absences</th>
<th>Impact on Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3</td>
<td>No impact</td>
</tr>
<tr>
<td>4</td>
<td>-1 letter grade (A becomes a B)</td>
</tr>
<tr>
<td>5</td>
<td>-2 letter grades (A becomes a C)</td>
</tr>
<tr>
<td>6</td>
<td>-3 letter grades (A becomes a D)</td>
</tr>
<tr>
<td>7</td>
<td>Fail</td>
</tr>
</tbody>
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**VI. NOTES AND ADDITIONAL INSTRUCTIONS FROM COURSE INSTRUCTOR**

A. **Course Withdrawal:** It is the student’s responsibility to officially withdraw from a course if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file a Central Texas College Application for Withdrawal (CTC Form 59). The withdrawal form must be signed by the student.

CTC Form 59 will be accepted at any time prior to Friday of the 12th week of classes during the 16-week fall and spring semesters. The deadline for sessions of other lengths is:

- 10-week session: Friday of the 8th week
- 8-week session: Friday of the 6th week
- 5-week session: Friday of the 4th week

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

A student who officially withdraws will be awarded the grade of “W” provided the student’s attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the College before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of “F” or “FN” for nonattendance.
B Administrative Withdrawal: An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on CTC Form 59 for submission to the registrar.

C. Incomplete Grade: The College catalog states, “An incomplete grade may be given in those cases where the student has completed the majority of the course work but, because of personal illness, death in the immediate family, or military orders, the student is unable to complete the requirements for a course. . .” Prior approval from the instructor is required before the grade of “I” for Incomplete is recorded. A student who merely fails to show for the final examination will receive a zero for the final and an “F” for the course.

D. Cellular Phones and Beepers: Cellular phones and beepers will be turned off while the student is in the classroom or studio.

E. American’s With Disabilities Act (ADA): Disability Support Services provide services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

F. Instructor Discretion: The instructor reserves the right of final decision in course requirements.

G. Civility: Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

H. Guests In Classroom: Adult guests may visit a class with the prior permission of the instructor. Children are not to be brought to any class or the studio areas.

I. Reference Lab Fee: You paid $24.00 lab fee for this class. That amount covers many expenses which may not be obvious, including all expendable items you use such as chemicals, paper, audio/visual materials, exhibition materials; and equipment maintenance, repair and replacement. The supplies which you furnish are a necessary expense in the learning process of a hands-on class. The projects you produce are your property and cannot be fully funded by Central Texas College.

VII. INSTRUCTIONAL METHODS AND ASSIGNMENTS:
• Classroom Lectures, Demonstrations and Discussions

May 2015
• Reading Assignments
• Slide Lectures and Films
• Quizzes and Exams (related to reading assignments, studio processes and terminology)
• Written Formal Analysis and Essays
• Studio Practice and Discussions
• Texas Core Curriculum specific assignments (addressing the four required Creative Arts objectives): The four required objectives (Communication, Critical Thinking, Teamwork and Social Responsibility) will be evaluated through essays and group projects that will be graded with a rubric.

Unit One: Line

Learning Outcomes: Upon successful completion of this unit, the student will be able to demonstrate in drawing:

a) Use line objectively to describe forms and record visual observations
b) Use line subjectively to suggest, evoke, and imply an endless variety of experiences, conceptions, and intuitions.
c) Demonstrate sensitivity and skill using contour drawings to master an exact and almost unconscious correspondence between the movements of the eyes as it traces the precise indentions and undulations of an edge.
d) Demonstrate that by introducing variations in thickness and weight of contour line the student can make line appear to advance or recede in space contributing a suggestion of three-dimensionality to drawn forms.
e) Show the lost and found edges which can result in the disappearance of the separating contour line when a strong light falls on a smooth, unbroken surface; overlapping forms of the same or similar value; the turning away of a form.
f) Employ rapid movement and frequent directional changes of gesture drawing which produces variations in pressure, line width, and degree of darkness that automatically produce accents plus a feeling of volume.
g) Demonstrate through the use of one and two point perspective the correct placement forms in space and the degree to which such forms appear to diminish in size at a given distance.
h) Use critique to evaluate and recommend modifications when needed.

Learning Methods and Objectives:

a. Introduction to Line: Lectures, Demonstrations, and Student Studies
   i. Sighting and Measuring
   ii. Horizontal and Vertical Alignment
   iii. Angle Determination
   iv. Gestural Approach
   v. Concept of Line Weight and Gravity
   vi. Contour Line Still Life Studies
   vii. Contour Line Homework Assignments (Grid Method)

Unit Two: Linear Perspective

Learning Outcomes: Students will demonstrate in a series of drawings utilizing linear perspective techniques which create a Renaissance-originated, sense of space on a two-dimensional picture plane.

Learning Methods and Objectives:

a. Introduction to Linear Perspective: Lecture, Demonstrations, and Student Studies
   i. One point perspective
   ii. Two point perspective
iii. Three point perspective
iv. Foreshortening

c. Perspective Study: Lecture / Slide Presentation, Demonstration, and Student Studies
   i. One Point Boxes and Cylinders
   ii. Two Point Boxes and Two Point Stacked Boxes
   iii. Three Point

d. Perspective Drawings: Lecture / Slide Presentation, Demonstration, and Student Studies
   i. One or Two Point Hallway drawing
   ii. Homework Drawing – One or Two Point Drawing

Unit Three: Value Study

Learning Outcome: students will:

a) Demonstrate how 3-D form becomes apparent through the play of light and shadow, represented by shading.
b) Illustrate that the degree of value contrast determines the placement and relationships of form in space; forms can be made to advance or recede through the degree of value contrast employed.
c) Show that value provides a fundamental element for creating pattern, for modeling, and describing surface texture.
d) Illustrate that value assumes a dominant role in determining the expressive mood of drawing.
e) Demonstrate an understanding that value seen as texture demands 3-D rendering of different surface characteristics to create a representational drawing (tromp L’œil).
f) Use critique to evaluate and recommend modifications when needed.

Learning Methods and Objectives:

a. Value Lecture, Value Demonstration, and Student Value Studies
   i. Full Range of Value
   ii. Low, High and Middle Key
   iii. Categories of Light in relation to form
   iv. Toning the Paper or Setting a Ground
   v. Stippling, Hatching and Cross-Hatching

b. Image Quality and Composition Lecture, Demonstration, and Student In-Class Still Life Drawings
   i. Geometric and Organic Forms
   ii. Drapery

c. Slide Presentation / Lecture, Grid Method Demonstration (for Value), Student Homework Assignments
   i. Grid Method (Full Range of Value Drawings)
   ii. Stippling, Hatching and/or Cross-Hatching
GROUP PROJECTS, ESSAYS AND WRITTEN FORMAL ANALYSIS

a. Student groups/teams will create a visual arts project and/or submit an essay or speech that demonstrates an understanding of focus, organization, understanding the assignment, personal style, (and effective vocal and nonverbal communication if it is a speech). Given topics should focus on design, but may include public art, architecture, environmental art, installations, etc., that are connected to various forms of design. (An example of an assignment and rubric that covers all of the Texas Core Curriculum and required objectives is attached.)

b. Student will be required to write formal analyses for their own works based on Barrett’s Principles of Interpretation and the four levels of formal analysis, which you can use to explain a work of art: description, analysis, interpretation and judgment.