A. **Academic Division:** Liberal Arts

B. ** Discipline:** Art

C. **Course Number and Title:** ARTS1010 Drawing I

D. **Course Coordinator:** Janny Nauman  
   **Assistant Dean:** Deb Hysell

**Instructor Information:**
- **Name:** Click here to enter text.
- **Office Location:** Click here to enter text.
- **Office Hours:** Click here to enter text.
- **Phone Number:** Click here to enter text.
- **E-Mail Address:** Click here to enter text.

E. **Credit Hours:** 3  
   Lecture: 2  
   Lab: 2

F. **Prerequisites:** None

G. **Syllabus Effective Date:** Fall, 2017

H. **Textbook(s) Title:**

   *Drawing on the Right Side of the Brain*
   - **Author:** Edwards, Betty
   - **Year:** 2012
   - **Edition:** 4th
   - **ISBN #:** 9781585429196

I. **Workbook(s) and/or Lab Manual:**

   *Drawing on the Right Side of the Brain - Workbook*
   - **Author:** Edwards, Betty
   - **Year:** 2012
   - **Edition:** 4th
   - **ISBN #:** 9781585429226

   *Art Kit* – available at Follett Campus Bookstore

J. **Course Description:** This course presents drawing concepts that can serve as a foundation for drawing itself and benefit other visual arts disciplines. The basic fundamentals of drawing, line form, gesture, and spatial illusion, perspective, composition, and use of light and shadow to describe space and volume. Studio practice will emphasize observational drawing to provide concrete and measurable examples of pictorial space. (TAG # OAH001)
K. College-Wide Learning Objectives:

<table>
<thead>
<tr>
<th>College-Wide Learning Outcomes</th>
<th>Assessment - - How it is met &amp; When it is met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication – Written</td>
<td>Reflective journal, entries will be made daily and it will be graded with sketchbook at midterm and end of semester.</td>
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<tr>
<td>Communication – Speech</td>
<td></td>
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<tr>
<td>Intercultural Knowledge and Competence</td>
<td>The study of art and drawing is a study of culture. Students will take various field trips to galleries and shows, depending on availability. Participation on field trips will be required. Reflection on field trips experiences and art will be evaluated in journal/sketchbook at the midterm and end of semester.</td>
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<tr>
<td>Critical Thinking</td>
<td>Drawing is a problem solving, critical thinking process. Students will discuss and practice hands on problem solving and critical thinking throughout the class on all drawing exercises and projects. Drawing projects will be critiqued in class when assignment is due and assessed with the portfolio at midterm and the end of the semester.</td>
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<tr>
<td>Information Literacy</td>
<td></td>
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<tr>
<td>Quantitative Literacy</td>
<td></td>
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</tbody>
</table>

L. Course Outcomes and Assessment Methods:

Upon successful completion of this course, the student shall:

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment - - How it is met &amp; When it is met</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate technical competence with the mediums of charcoal and graphite. A substantial portfolio of quality drawings. Evidence of strong observational drawing skills in the use of line to build illusionistic form. Effective overall use of composition evident in drawings.</td>
<td>Portfolio – assessed at midterm and end of semester</td>
</tr>
<tr>
<td>2. Utilize the vocabulary of art terminology</td>
<td>Mid-Term week #7 &amp; Final Test given finals week</td>
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<td>3. Employ effective matting and mounting techniques</td>
<td>Mounting of individual assignments</td>
</tr>
<tr>
<td>4. Draw three dimensional forms accurately on paper</td>
<td>Value Scale week #1</td>
</tr>
<tr>
<td>5. Exhibit form in both line and tone/value</td>
<td>Shading &amp; cross hatching study week #14</td>
</tr>
<tr>
<td>6. Consistently show good composition</td>
<td>Evaluated in each project and overall in the portfolio</td>
</tr>
<tr>
<td>7. Show Artistic perspective</td>
<td>Perspective Assignment week #10 &amp; week #11</td>
</tr>
<tr>
<td>8. Use 1, 2 point perspective principles through the planar analysis of objects and their surrounding space.</td>
<td>Picture Plane Assignment, foreshortening exercise week #10 &amp; week #11</td>
</tr>
<tr>
<td>9. Demonstrate appropriate and effective light and shadow to describe space and volume.</td>
<td>Portrait Project due with portfolio at the end of the semester</td>
</tr>
<tr>
<td>10. Present clear evidence of ability to undertake advanced drawing techniques and independent study outside of class. Reflect, brainstorm, journal to stimulate creative thinking and observations of the world.</td>
<td>Journal/Sketchbook – graded midterm and end of semester</td>
</tr>
<tr>
<td>11. Study other artists and their style</td>
<td>Artist report, journal reflection on other student’s artist reports and other experiences. Artist reports will run daily thru out the semester and students will reflect on presentations throughout the semester. Journal will be evaluated week #7 and</td>
</tr>
</tbody>
</table>
M. **Topical Timeline (Subject to Change):**

(Bold & italicized words reflect TAG requirements)

Week #1: Introductions & supplies, art history time table, history of pencil & paper, drawing exercise

Week #2: Five basic skills of drawing, pre-instruction drawing from workbook, lines & styles exercise, glossary terms, 4 basic shapes, Chapter 1 of textbook

Week #3: Memory drawing exercise, value scale, one object drawing, Chapter #2, glossary terms, artist reports

Week #4: Chapter #3, workbook exercise #2, glossary terms, artist reports

Week #5: Workbook exercise, Chapter #4, movie on Andrew Wyeth, glossary terms, artist reports

Week #6: Chapter #5, workbook exercise, format, focal point design, in class exercise – childhood symbol system, glossary terms, artist reports

Week #7: Chapter #6, contour line exercise from workbook, edges, *use of line to build illusionistic form*, plastic picture plane, *planar analysis of objects and their surrounding space*, first drawing, review for mid-term, glossary terms, artist reports

Week #8: Review homework, mid-term quiz, midterm journal and work book evaluation, glossary terms, artist reports

Week #9: Review quiz results, Chapter #7, negative space/positive form, basic unity, composition, workbook exercise, review homework, glossary terms, and artist reports

Week #10: Relationships, Chapter #8, foreshortening, *1 & 2 point perspective principles*, glossary terms, artist reports

Week #11: Foreshortening, *continue 1 & 2 point perspective principles*, artist’s work Degas, glossary terms, artist reports

Week #12: Discuss homework, Chapter #9, portrait drawing, portrait of each other, glossary terms, artist reports

Week #13: Review homework, profile of R mode, outside of class self-portrait project, glossary terms, artist reports

Week #14: Chapter #10, Shading & cross hatching study is an *evaluation of the use of light & shadow to describe volume*, workbook exercise, review value scale, draw each other’s eyes and nose, review final, glossary terms, artist reports

Week #15: Artist Reports, exercise from workbook, power point on self-portraits by the masters, Chapter #11 – Color from the masters paintings, glossary terms, artist reports

Week #16: Final Test, collect journals, workbooks, and portfolio of drawings, review final test results, critique self-portrait, glossary terms, artist reports.

N. **Course Assignments:**

1. Notebook/Journal/Sketchbook this includes drawing, notes, reflection and observation drawing skills
2. Artist research
3. Participation in Critique
4. Daily drawing & homework
5. Workbook
6. Self Portrait
7. Portfolio
8. Participation in Field Trips

at the end of the semester.
O. **Recommended Course Grading Scale:**

<table>
<thead>
<tr>
<th>NUMERIC</th>
<th>GRADE</th>
<th>POINTS</th>
<th>DEFINITION</th>
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</thead>
<tbody>
<tr>
<td>93–100</td>
<td>A</td>
<td>4.00</td>
<td>Superior</td>
</tr>
<tr>
<td>90–92</td>
<td>A-</td>
<td>3.67</td>
<td>Superior</td>
</tr>
<tr>
<td>87–89</td>
<td>B+</td>
<td>3.33</td>
<td>Above Average</td>
</tr>
<tr>
<td>83–86</td>
<td>B</td>
<td>3.00</td>
<td>Above Average</td>
</tr>
<tr>
<td>80–82</td>
<td>B-</td>
<td>2.67</td>
<td>Above Average</td>
</tr>
<tr>
<td>77–79</td>
<td>C+</td>
<td>2.33</td>
<td>Average</td>
</tr>
<tr>
<td>73–76</td>
<td>C</td>
<td>2.00</td>
<td>Average</td>
</tr>
<tr>
<td>70–72</td>
<td>C-</td>
<td>1.67</td>
<td>Below Average</td>
</tr>
<tr>
<td>67–69</td>
<td>D+</td>
<td>1.33</td>
<td>Below Average</td>
</tr>
<tr>
<td>63–66</td>
<td>D</td>
<td>1.00</td>
<td>Below Average</td>
</tr>
<tr>
<td>60–62</td>
<td>D-</td>
<td>0.67</td>
<td>Poor</td>
</tr>
<tr>
<td>00–59</td>
<td>F</td>
<td>0.00</td>
<td>Failure</td>
</tr>
</tbody>
</table>

P. **Grading and Testing Guidelines:**

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Q. **Examination Policy:**

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R. **Class Attendance and Homework Make-Up Policy:**

Click here to enter text.

S. **Classroom Expectations:**

Click here to enter text.

T. **College Procedures/Policies:**

**Attendance Requirements:** All students are required to attend all scheduled classes and examinations. Each faculty member has the right to establish regulations regarding attendance that he/she considers necessary for successful study.

Students who do not attend classes may be administratively withdrawn from those classes. However, failure to attend classes does not constitute withdrawal, and students are expected to process a formal withdrawal through the Student Records Office in Kee Hall.

**Student engagement requirements:**
Student engagement is based on the “active pursuit” of learning which can be measured by class attendance, class participation (in class or online), taking required quizzes/examinations, and submission of work assignments or papers. Student engagement consists of a student attending at least 60% of the class sessions (there should be attendance throughout the term) and/or completing 75% of the assignments listed on the syllabus at the midpoint in the term. Exceptions can be made when there is on-going communication between the student and faculty member. The communication must be documented and the faculty member and student must be in agreement regarding the exception. Students not meeting the expectation will be administratively withdrawn from class. If a student believes he/she was
administratively withdrawn in error, he/she may file an appeal. Being administratively withdrawn may have program and financial aid implications.

**Academic Misconduct** is any activity that tends to compromise the academic integrity of the college, or subvert the educational process. Examples of academic misconduct include, but are not limited to:

1. **Violation of course or program rules** as contained in the course syllabus or other information provided to the student; violation of program requirements as established by departments and made available to students.

2. **Plagiarism** including, but not limited to, submitting, without appropriate acknowledgment, any written, visual or oral material that has been copied in whole or in part from the work of others (whether such source is published or not) even if the material is completely paraphrased in one’s own words. This includes another individual’s academic composition, compilation, or other product, or a commercially prepared paper. Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor.

   Such practices constitute plagiarism regardless of motive. Those who deny deceitful intent, claim not to have known that the act constituted plagiarism, or maintain that what they did was inadvertent are nevertheless subject to penalties when plagiarism has been confirmed.

3. **Cheating and dishonest practices** in connection with examinations, papers and projects, including but not limited to using unauthorized notes, study aids or information on an examination; obtaining help from another student during an examination; taking an exam or doing work for another student; providing one’s own work for another student to copy and submit as his/her own; or allowing another student to do one’s work and then submitting the work as one’s own. Also included would be altering a graded work after it has been returned, then submitting the work for re-grading; or submitting identical or similar papers for credit in more than one course without prior permission from the course instructors.

4. **Fabrication** including but not limited to falsifying or inventing any information, data or citation; presenting data that were not gathered in accordance with defined appropriate guidelines, and failing to include an accurate account of the method by which data were collected.

5. **Obtaining an Unfair Advantage** including, but not limited to stealing, reproducing, circulating, or otherwise gaining access to examination materials prior to the time authorized by the instructor; unauthorized collaborating on an academic assignment; taking, hiding or altering resource material; or undertaking any activity with the purpose of creating or obtaining an unfair advantage over another student’s academic work.

6. **Aiding and Abetting Academic Dishonesty** including, but not limited to providing material, information or other assistance to another person with the knowledge that such aid could be used in any of the violations stated above, or providing false information in connection with any inquiry regarding academic integrity.

7. **Alteration of Grades or Marks** including but not limited to, action by the student in an effort to change the earned credit or grade.

In addition, cases of academic dishonesty may involve photocopied materials. Materials used may fall under the Copyright Act. Violations of said Act may subject the user and/or the College to sanctions.

**Statement on Disabilities:** Any student who requires reasonable accommodations related to a disability should inform the course instructor and the Coordinator of Specialized Services (Room 138 in Kee Hall; phone 419-755-4727).

Students who encounter difficulty in any of their courses are encouraged to visit the Tutoring Resource Center (Room 119 in Fallerius Technical Education Center) for tutoring assistance, and the Student Success
Center (Room 136 in Kee Hall) for academic assistance, advising services, referrals for personal counseling and Learning Disability (LD) Testing.

**Statement on Withdrawals:** As a student, you are expected to attend class. If you are unable or choose not to attend class, or if for whatever reason you are unable to keep up with the requirements of a course, you need to officially drop the class at the Student Records Office. Refund dates and withdrawal dates will vary slightly from term to term. Contact the Student Records Office for applicable dates. Additionally these dates are posted on the academic calendar available on the college’s website, [www.ncstatecollege.edu](http://www.ncstatecollege.edu), under the Academics heading on the home page and are available at the Student Records Office in Kee Hall. Students should go to the Student Records Office (Room 142 in Kee Hall) to process their withdrawal from any class.

If you choose to walk away from your class without officially withdrawing from it, the faculty member teaching the class must grade your classroom performance on the material available to him or her. This normally results in an "F" grade. An "F" grade can lower your grade point average considerably depending on the total credits accumulated.