ART 3020-03  Advanced Drawing for Non-art Majors  
Department of Art and Art History  
Spring 2014  
3 credit hrs  Fulfills FF  
Prerequisite: Art 1020 (or other college's equivalent by permission of professor)  
M W  12:55 – 2:50 pm Rm 362  (Room change)  
Maureen O'Hara Ure  
Assistant Professor (Lecturer)  
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Office Hour, ART 366, Mon 4:45 – 5:45 pm for drop-ins. Otherwise, by appointment via email or message left in Dept of Art & Art History Office ART 161

Teaching Assistant: Eric Erekson

Course Description  
Advanced problems in drawing and design for non-art majors. Several graphic media are used during the semester: charcoal, pencil, pen and ink. Exercises include understanding of light and shade and aspects of line relating to texture, contour, and form.

Course Objectives  
At the end of the course, the student should demonstrate good grasp of following skills & concepts. Student who passed course  
• Became better acquainted with concepts & vocabulary of drawing, & refined observational drawing skills. Developed further 2-dimensional design. Improved ability to use wide assortment of tools.  
• Experimented with wide variety of methods & materials including some mixed media

Teaching & Learning Methods  
Most sessions will begin with brief demonstration & discussion, then move quickly on to hands-on practice by students. For much of the first half of term, studio exercises will center on observation of inanimate objects, then proceed to more complex drawing problems, including the draped figure. Homework exercises will feature the same techniques, same media as in-class exercises & will increase in difficulty (and in range of possible solutions) as term progresses. 2 critiques (with full participation considered as part of grade in course) will allow students to apply concepts & use the vocabulary of the visual arts field in assessing the work of others.

Studio lessons will be augmented by the professor's showing students historical & contemporary drawings. Students will attend various art exhibits on their own time.
HOMEWORK
3+ hours/week on assigned drawings outside class will be minimum home effort to PASS course. In addition, students will attend some art exhibits on their own.

Drawing homework, assigned at the end of each Wednesday's session, will be due before class the following Monday. Use graphite pencil to sign each page in its lower right corner, & label with the identifying number or letter for exercise. (See class calendar for these identifiers.) Leave on marked grading cart outside Rm 366. NOTE: All smearable work handed in needs to be sprayed with fixative.

Do not get behind in class (where work will be steady, without peaks at midterm or final.) I will accept ONE LATE graded class- or homework assignment before the beginning of class March 7 & will accept ONE LATE graded EXERCISE from the 2nd half of term before beginning of class April 18.

ATTENDANCE
Participation is a very important part of your grade, therefore good, on-time attendance will be required to PASS this course. Arrive by 4:35 pm, prepared with all your supplies, ready to work. Sign the roll by classroom calendar. (Absentees, consult calendar for upcoming supplies & assignment & arrive prepared next session. There will be some changes of venue, so stay on top of those.)

If you have conflicts with time slot, please drop the course now.

COURSE FEES $15
Used to purchase communal supplies for the classroom & to purchase supplies given students for special projects. There may be a draped model session.

EVALUATION METHODS & CRITERIA
Portfolios, arranged as instructed, will be due near end of term. Save all work for this final portfolio review.

Students will receive frequent, written feedback on weekly homework and on many of the graded classroom exercises. The final portfolio will contain approximately 18 graded exercises. Before midterm, I will use a check or check-plus system grading work, with a check indicating the assignment was fulfilled; check-plus indicates results were better than average for this group. These early, pre-midterm grades, when students are being introduced to many new techniques and tools, may be non-predictive of final grade in course. Midterm, I will move to a 0-10-point grading scale. As the class increases in skill, the highest score awarded each project will escalate, with 10 (=100%) being a rare, end-of-semester score 1 of our last projects. Final grade in course will be heavily weighted toward scores awarded projects the last part of semester.

Assessing student at end of term, I will consider the following in issuing final letter grade: Has s/he attended sessions & fulfilled time requirements in class & homework exercises? Has student used methods demonstrated, gradually improving throughout the term? What is student's final level of
rendering observed objects and knowledge of 2d design-of-the-page when evaluated against peers in the Advanced group: poor, fair, good, excellent? Did s/he present works in all critiques, giving thoughtful responses to the work of peers?

GRADE SCALE

A range= Excellent, a rare grade. Good participation/ attendance. Completed portfolio among strongest in Advanced group, with some more independent moves evident in late semester. Later scores on major projects approximately 94-100%.

B range= Good. Good participation/ attendance. Completed portfolio shows improvement & solid skills, especially in accurate rendering. Late-semester scores on projects comparing favorably with others in Advanced group, approximately 85-93%.

C range= Fair. Participation/ attendance less than constant. Incomplete portfolio, erratic performance and scores, with late-semester average scores on projects handed in approximately 79-84%. Likely quality of work, including evidence of accurate rendering, surpassed by most students in the Beginning group.

D range= Poor, incomplete portfolio/ Erratic participation/ attendance, effort, scores etc. Inadequate overall engagement with course to be judged as passing, as demonstrating basic knowledge of course material. Compares very unfavorably with Beginning group students who received C-range grades.

E range= Inadequate participation/ attendance, effort, number of completed works in portfolio to receive any University credit

*Minus and plus grades awarded the lower- or higher-performing student within a letter grade range, & different students will manifest different strengths or problems with participation, etc. One student might end semester with high B scores, but missing a critique or not putting much energy into final projects would see her final grade lowered from B+ to B, for example. Another student with consistently B or B+ scores whose late-semester work was exemplary could be raised to A- for his final grade in course.*
**TENTATIVE SCHEDULE** to begin course. (See classroom calendar for updates)

Jan 11 Intro to course. Supply list/ options discussed.
Jan 13 Arrive prepared with all (X'd) items on list
Jan 15 Recommended: Gallery Stroll 6 to 9 pm (Also 3rd Fri. Feb, Mar, Apr.)
Jan 27 Rest of supplies purchased & in kit by today
Mar 7 One late or redone class- or homework due in class (Label)
Apr 18 One late, post-spring-break exercise accepted. Portfolio handout
Apr 20 Last major project ends. Portfolio handed in. Some appt slots 4/20-21.
Apr 25 Final set of appointments to review portfolio
Apr 29 Pick up graded portfolio

**REQUIRED** SUPPLIES

University Bookstore and Dick Blick received this list but may not have all items. Compare prices w/ other stores sources for items not needed 'til later in term. Take this list to the store(s). *While I will outline ways to economize, note all items on this list are required to pass course.* Have (X) with you in class Weds and each of lst few classes:

- (X) approx. 19 x 26 in. drawing board w/ clips. Carryall for supplies
- (X) 8+ sheets (of your 75+ sheets for semester) 18 x 24 white (not newsprint) paper. Best option is University Printing Services pad: 25 sheets @ $3.20
- (X) Generals Sketchmate kit 49SK @ $7 (or buy each separately: 3 asstd charcoal & 3 asstd graphite pencils, sharpener, hard eraser, blender, sandpaper)
- (X) Sharpie fine marker (Their fine is medium in other brands) Any dark color(s)
- (X) Prismacolor or Spectracolor or Coloursoft (thick, intense) colored pencil(s), any dark color(s). *Avoid Verithin or Colorerase or other thin, greyish pencils.*

AND in later Jan, likely 1/27, I will announce you need to add to kit:

Conte or Blick equivalent brand (largish point) pencil, sanguine or any earth tone Watercolor pencil, any thick, intense dark, not grey, color (Cheapest brand) workable fixative. Use at home outdoors or in 353 spray booth Medium (not small) bamboo brush, cheapest available Soft old sock for value work. Scissors you have on hand

Ink stamp pad, any darkish color ink

Small closed Tupperware or equivalent container for ounce of ink I provide

2 different twigs to use as ink pens

OPTIONAL: cardboard portfolio (larger than 18x24) to store your work

**Faculty & Student Responsibilities**

To provide the best climate for learning these new skills, students & professor will maintain a respectful, professional classroom environment. Kindly turn off all cell phones & other electronic distractions when in the drawing studio. Out of respect for other students and our custodians, clean up your litter, food & drinks before you exit each day. Use BLUE RECYCLE BINS for PAPER only. (Plastic & aluminum bins are on the 2nd floor & in 3rd floor Architecture area.)
**ADA Statement:** The University of Utah seeks to provide equal access to its programs, services & activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disabilities Services, 162 Olpin Union Bldg., 581-5020 (V/TDD). CDS will work with you & instructor to make arrangements for accommodations. All information in this course can made available in alternative format with prior notification to the Center for Disability Services.

**Wellness Statement**
Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc, can interfere with a student's ability to succeed & thrive. For helpful resources, contact the Center for Student Wellness, 801 581-7776

**NOTE:** Any items on this syllabus may be amended by announcement in class & on classroom calendar.