Drawing I  
ART 3130-1 (crosslisted as DRAW 3130-1)  
Department of Art and Art History  
Spring 2016  
4 credit hrs  
Pre-requisite: Ist Year Studio Program, 2 semesters 2-d, grade of C- or higher  
T, TH 12:25 to 3:20  ART 361  
Maureen O'Hara Ure  
Assistant Professor (Lecturer)  
Office hour, ART 366, Mon. 4:45 to 5:45 for drop-ins. Otherwise, by appointment. Request in person or email or message left in Dept of Art & Art History Office ART 161  
maureen.oharaure@utah.edu

Course Description

An in-depth investigation of the drawing process, to include an emphasis in design, color, as well as exploration of a wide range of wet & dry media.

Course Objectives

At the end of the course, the student should demonstrate 2nd-year-studio-major-or-Drawing-minor-level grasp of following skills & concepts. Student who passed course

- Became better acquainted with concepts, vocabulary & body of historical and contemporary work in this discipline
- 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 wet media, collage etc. & investigated larger grounds
- Began to explore abstraction & non-objective design.
- Began to become more independent, to develop a voice

Teaching & Learning Methods

Most sessions begin with brief demonstration & discussion led by the professor, then move quickly on to hands-on practice by students. For the first part of term, studio exercises will center on observation of still life objects, then proceed to more complex drawing problems. Homework exercises will feature same techniques, same media as in-class exercises & will increase in difficulty (and in range of possible solutions) as term progresses. 2 or more group 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 students' viewing examples of historical & contemporary drawings & by students attending assigned exhibits.
Homework
4 hours/week on assigned drawings outside class will be home effort required to PASS course. Students will attend some art exhibits on their own. Drawing homework, assigned at the end of each Thursday’s session, will be due before class the following Tuesday. Use graphite pencil to sign each page in its lower right corner, & label with the identifying number or letter for exercise. (See calendar for these identifiers.) Leave on marked grading cart by office ART 366. (All smearable work handed in needs to be sprayed with fixative. Cover sheets also recommended to protect work.)

Do not get behind in class. I will, however, accept ONE LATE graded class- or homework assignment before the beginning of class Mar 22 & will accept ONE LATE graded EXERCISE from the 2nd half of term before beginning of class Apr 12.

Participation/Attendance
This studio course requires you to be present for the entire class, so good, on-time attendance is required to be receive passing grade (C-) in course. Arrive by 12:25 am, prepared with all your supplies, ready to work. Check the blackboard for instructions for how to set up for the day & sign roll by classroom calendar each session. (Absentees, consult calendar for upcoming supplies & homework assignment & arrive prepared next session.) If you have conflicts with the class time slot, please drop the course.

Course Fees $35
Used to purchase communal supplies for the classroom & to purchase various supplies to be given to students for special projects & to pay for 2 (costumed) model sessions.

Faculty & Student Responsibilities
To provide the best climate for learning these new skills, students & professor will maintain a respectful, professional demeanor in class. Kindly turn off all cell phones & other electronic distractions when in class. You will have a break midway when you can use devices outside classroom. (Later in term, when we have longer drawing sessions, I will ok use of music players/earbuds.)

Out of respect for other students and our custodial staff, clean up all litter, food & drinks etc as you exit each day.

Use BLUE RECYCLE BINS for PAPER. (Plastic & aluminum bins are on the 2nd floor & in 3rd floor Architecture area.)
**Tentative Calendar** to begin course. (See classroom calendar for updates)

**Jan 12** Intro to course. Supply list/ options discussed. Get locker ASAP.

**Jan 14** Arrive prepared with all (X'd) items on list. Reception tonight, Gittins Gallery, for designer Ray Morales

**Jan 15** Recommended, Gallery Stroll. (Also 3rd Fris. Feb, Mar, Apr…)

**Jan 21** Bring 1 good example of your previous (18 x 24+ in.) drawing efforts

**Feb 4** Professor may check if students have all supplies required so far *(March 12-20, BREAK. No homework assigned.)*

**Mar 22** One late graded exercise accepted up until beginning of class. Final set of supplies need to have been purchased & in kit

**Apr 12** One late, post-break exercise accepted before class. Sketchbook due

**Apr 21** Critique of last project. Most will hand in project after crit, but see below.

**Apr 26** Appts to review portfolio. No regular class. Last project due at appt.

**Apr 29** Graded portfolios available outside atrium (by elevator)

**May 5** Portfolios not picked up may be discarded by custodians

**Evaluation Methods & Criteria**

*Portfolios, arranged as instructed, will be due the last day 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 16 graded exercises.

Before midterm, I will use a check/ check-plus/ plus system evaluating work, with a check indicating the assignment was fulfilled; check-plus indicating results were better than average for this group; plus acknowledging some surprisingly strong pre-midterm effort. These early grades, when students are being introduced to many new techniques and tools, are likely non-predictive of final grades in course. Midterm, I will move to a 0-10-point (=0-100%) grading scale, with 10 (100%) being a rare, end-of-semester score for a final project. Student's final grade in course will be heavily weighted toward scores awarded the major (more intellectually demanding & more time-consuming) projects of November and December, the last part of semester. The level of engagement with the sketchbook will either confirm, or slightly raise or lower a student's final grade in this course.

Many factors will contribute to your final grade. No 2 students are likely to have identical profiles. Assessing a student in December, I will consider the following in issuing a letter grade: Has s/he attended sessions & fulfilled time requirements in class & homework exercises? Has student used the methods demonstrated, gradually improving throughout term? What is student's final level of rendering observed objects and knowledge of 2d design-of-the-page when evaluated against 2nd year studio major & Drawing minor peers: poor, fair, good, excellent? Has s/he begun to move beyond assignments to begin to produce less derivative, more independent work? Did s/he present works in the critiques, giving thoughtful responses to the work of peers? with the Required Exhibits?
Grade Scale
A range= Excellent, a rare grade. Consistently good participation/ attendance. Completed portfolio is superior, among strongest in group. Late-semester scores on large projects range approximately 93-100%.

B range= Good. Consistently good participation/ attendance. Completed portfolio shows both improvement & solid skills acquired this term. Late-semester scores on projects approximately 85-92%.

C range= Fair. Incomplete portfolio demonstrates erratic participation & performance, with late-semester average scores on projects handed in approximately 74%-84%. (Attendance likely an issue, lowering overall quality of work that was completed.)

D range= Poor. Incomplete portfolio points to spotty attendance/ participation, & mastery over basic material, with overall effort, erratic scores, lackluster output insufficient to fulfill Department major or minor requirement.

E range= Insufficient overall in term of participation/ attendance, effort, number of completed works in portfolio, etc. to receive any credit

*Minus and plus grades awarded the lower- or higher-performing student within a given letter grade range. Examples: one student might end semester with high B scores, but missing final critique & not putting much energy into the (out-of-class) sketchbook would see her final grade lowered from B+ to B, for example. Her peer who also had high B scores who turned a lively sketchbook, full of ideas, & a very strong last project, could be elevated to A- for final grade in course.
SUPPLIES to begin semester (to be discussed at length 1st session. University Bookstore and Dick Blick received this list in Nov., but neither will carry all items.) NOTE: in recent years, some students have not been buying all supplies required, so I will check on a couple dates to be sure each student procured all items. To receive credit, exercises must use the assigned media/tools. Add any Foundation old supplies to list, but avoid trying to get by with old erasers, little pencil stubs, etc.

TAKE THIS SHEET WITH YOU TO STORE(S) to avoid costly errors.

Have (X) with you in class Thurs 1/14 & each of lst few classes:

(X) 1 or 2 fruits/ vegetables with interesting, complex contours
(X) your older 20 x 22 drawing board (or larger one*) w/ clips or tape.
(X) 8+ sheets/ day cheapest 18 x 24 white or news likely from 30+ sheets you have on hand. University Printing Services sells 25 sheets 19 x 25 @ $3.15, your best deal
(X) Drafting tape or Art Tape (& optional, masking tape)
(X) Straightedge, 18" clear plastic is ideal
(X) Lock for a locker. See office ASAP with lock in hand
(X) Faber Castell Pitt Basic Charcoal Assortment, economical kit w/ kneaded eraser, various tools including vine charcoal or buy each item in kit separately
(X) 2 Thick, dark, intense color Prismacolor not Verithin or Colorerase or other grey thin pencils
(X) Grease or all-surface pencil, eg Stabilo, any dark color. Avoid pull-down-thread type
(X) Sharpie fine marker (Their fine = med. other brands.) Any dark color
(X) Conte (largish point) pencil (not stick) Sanguine or Sepia or other earth tone
(X) Closed carryall for supplies, eg tacklebox or large Tupperware type box
(X) Hard white eraser. Also have: office pencil for its small eraser

.......AND….by 2/4 you also need:

Larger drawing board (w/ clips or tape) c. 24 x 35-36+ in. to fit larger paper
40+ sheets, Larger white paper, approx. 23 x 35 in cheapest quality ok. University Printing Services sells 25 sheets @ $6.15
Thick, intense (not thin, grey) watercolor pencil eg Prismacolor brand, dark color
(Cheapest brand) workable fixative (Use outdoors or in spray booth by 353.)
Bamboo brush, medium or large (not small)
Soft old sock or rag for value work
Small (few oz.) Tupperware type lidded container for few oz. ink I'll provide
2 other cans/tubs for water & 2 different twigs to use as pens w/ ink
Scissors that cut well. Basic Xacto knife #1 or equivalent (I provide #11Xacto blades)
Cheap 2" brush for communal gesso (which I'll provide out of fees)
Stamp pad, any darkish color (Optional: stamp. Most will make one from eraser)
Recommended: pencil lengthener (looks like a cigarette holder)
Recommended: Derwent Coloursoft pencil, indigo or any dark one
Recommended: in lieu of large pad paper for major projects starting in November, better quality but economical paper on roll: Strathmore 400, 80-100 lb paper, white, 42" wide x 10 yd long roll, or equivalent, at least 70 lb, 36" wide x 8 yd roll
Recommended: Blick white cardboard portfolio, 24 x 30 ($3) or equivalent

.......AND….after Spring Break you need to have purchased:

Cheapest spray paint (half-can on hand might suffice) middle value or dark color
**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

**Addressing Sexual Misconduct**
Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

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