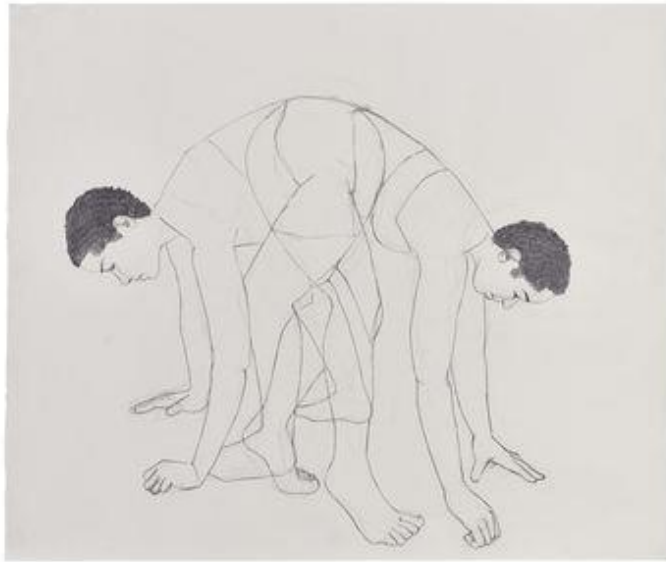


ART131: Drawing 1

WINTER 2021 CRN: 31386

SYLLABUS



Pamela Phatsimo Sunstrum

INSTRUCTOR INFORMATION

INSTRUCTOR: Laura Butler Hughes

EMAIL: HughesL@linnbenton.edu

ZOOM OFFICE HOURS: By appointment and [Sign-up on Fridays](#) use this [Zoom Link](#) for meetings

RESPONSE TIME: Please allow 24 hours for a response to an email Mon. – Thurs. and within 48 hours Fri.- Sun.

COURSE INFORMATION

CREDITS: 4

COURSE DELIVERY: Virtual via Zoom and Moodle

COURSE MEETING TIMES: Zoom sessions held on Mon/Wed. 3-5:50pm

FIRST CLASS MEETING TIME: First zoom session January 4th

COURSE DESCRIPTION

Emphasizes the development of perceptual and technical skills needed to describe 3D

objects on 2D surfaces. Exposes students to conceptual and technical art references and encourages students to think critically about art and expression as an integral part of learning to draw.

COURSE OUTCOMES

Upon successful completion of this course students will be able to:

- Apply appropriate vocabulary in written and oral critiques of artistic works.
- Demonstrate competency in applying a range of values with black and white drawing media.
- Construct a drawing showing spatial depth using the principles of linear perspective.
- Illustrate basic forms with black and white drawing media.

DROP FOR NON-ATTENDANCE

If any student does not attend the Monday, January 4th class session **and** does not submit the syllabus quiz by the end of the week 1 they will be automatically dropped from the course. So, to be clear, you must both attend the first session of class **and** submit the quiz. This policy is to ensure that the class is the right fit for you. If you cannot commit to these requirements, please consider dropping the course, and feel free to re-register in a future term.

PURPOSE OF THE SYLLABUS

This syllabus contains all the vital information about this course — what you'll be learning, what will be expected of you, and what you can expect from me. By choosing to stay enrolled in this class you are agreeing to the terms of this syllabus. Since this is a valuable document, you should read it carefully and refer to it regularly throughout the term. The better you know the syllabus, the better the chance you'll do well in the course!

A NOTE ABOUT COLLEGE ART CLASSES

It is a common misconception that art classes are less work or “easier” than other classes. Classmates who have taken art classes in college before will tell you that this is not true! As a rule of thumb, each week you should expect to spend two hours per credit hour working outside of class for all college classes (some instructors even say 2-3 hours!). This is a 4-credit course, so you should expect to have 8 hours of homework each week. I'm not saying this to scare you, but to set reasonable expectations.

COURSE MATERIALS

Supplies Included with the Class:

For this class you do not have a textbook, but you do have a required supply kit as well as some items to prepare at home. You paid a course fee for this class, and normally that would pay for supplies we use in the classroom. But no classroom! So, I have put together an additional supply kit for you to pick up. This kit will be necessary to complete the work in the course and will be available to pick up the first week of classes.

Supply Kit Includes:

- Roll of paper including large white drawing paper and newsprint
- Sketchbook
- 2 sheets of graphite transfer paper
- 2 packets of xerox copies
- 2 erasers
- 6 graphite drawing pencils of different hardness
- 2 packs of vine charcoal

What to Prepare at Home:

Beginning at about the middle of the term we will be using charcoal, and let me tell you, charcoal gets MESSY! So ahead of winter term you will want to think about how you'll contend with the mess while you are working at home by designating a space for drawing, and maybe put down a drop cloth or some rags to save your carpet. Charcoal comes out of hard surfaces with an all-purpose cleaner like 409 pretty easily. But clothing and carpets... not so much. The following are things you'll need to prepare for class. I'd encourage you to not buy any more than you have to, and look around and see if you already have some solutions:

- Masking tape
- A ruler (at least 12-18")
- A pencil sharpener (a small handheld one is totally fine)
- You'll need a surface to tape your paper to, and be able to leave it there to work for multiple sessions. This could be a portion of your desk if you have the space, a drawing board, or I have used a thick piece of foam or a piece of plywood or Masonite before. The largest paper we will work with is 18x24"
- You'll be setting up arrangements of objects to draw from at home. Because light and shadow are an important part of this class you'll want to have dynamic lighting that can be moved around easily. [A desk lamp with a swing arm](#) works great for this, or a [clamp light](#).
- Your charcoal drawings will continue to smudge when anything rubs up against them. You'll want to have a plan for storing your drawings, and you might think about "fixing" them. Here is a great article about [how to "fix" a drawing](#), and spray fixative can be found at craft stores. Here is [one popular brand](#).

TECHNOLOGY

REQUIRED TECHNICAL SKILLS

Use of email, Moodle, and zoom, basic computer skills. Other computer skills (such as Google applications and photo editing programs) will be taught in class.

For Technical Assistance:

Contact the Student Help desk for questions about LB email, Moodle, Zoom and other class related tech issues. Call (541) 917-4630, or email student.helpdesk@linnbenton.edu

ACCESS TO TECHNOLOGY

A computer and decent internet access will be necessary for this class. If you are having difficulty securing either of these during the term, please let me know! LBCC has resources to help.

MOODLE

This course uses the Moodle learning platform. Think of Moodle as the online class hub: you will use the Moodle course site to access course material and to turn in homework and activities. Moodle will be updated with the week's coursework at 1pm on Mondays.

I'M HAVING TROUBLE UPLOADING TO MOODLE! WHAT DO I DO??

- Check to be sure that your file is the correct size and type.
- Make sure you have a strong internet connection.
- Try using a different web browser.
- Try using a different electronic device.
- If the problem persists, try uploading the document a little later. Sometimes the server gets overloaded, especially during peak traffic (e.g. Sunday night when everyone is rushing to submit assignments by deadline)
- For continued problems, contact the Help Desk (see above) or email me right away (before the deadline!) Do not wait until the last minute to turn in work!

ZOOM CLASS SESSIONS

This class is listed as "virtual" in the course catalog, meaning that there are required times that we meet as a class. However, I realize the way it was listed on the schedule website is very confusing. Zoom sessions will be held **M/W 3-5:50**, although only the Monday sessions will be required since the Wed. sessions were not listed. However, I think both sessions will still be very useful especially since our time together is so short, so I encourage you to come to both if you can.

All zoom class sessions will be recorded and will **only** be made available to the people in this class for the duration of this class. The zoom link for our class is available any time, if you would like to meet up with each other outside of class time.

ZOOM ETTIQUITE AND POLICIES

CAMERAS / MICROPHONES

The zoom sessions will involve discussion and collaboration, please be prepared to participate with an open mind and respect for your fellow classmates. I will never ask you to turn your camera or microphone on in class, everyone has a different tech setup and are learning in different environments; I appreciate your presence and participation in whatever way you can be here. However, I've learned in the past year, it is much easier for me to teach to people I can see and hear! So, this is one time I will **beg**, if you are able to turn your camera/mic on please do so!

SECURITY / BEHAVIOR

- Please arrive to the session on time and stay until the end so as not to disturb the class. If you need to arrive late or leave early, it is your responsibility to catch up on your own time.
- We will not be using a password or waiting room unless privacy and security become an issue.

- Please mute yourself during discussion/lecture if you have potentially distracting noise around you. I may ask you to mute yourself or put you on mute during class.
- The Zoom sessions are interactive! Be ready to share your screen, share your work, search on the internet, talk about completed and in-progress work, and work in small groups.
- Any inappropriate language or behavior will not be tolerated, and you will be dismissed from the Zoom session immediately. This includes derogatory language, anything intended to make others feel unwelcome, and distracting behavior.
- If you notice distracting or discriminatory behavior from anyone on zoom, please contact me immediately so we can ensure to have a productive and respectful learning community.

COMMUNICATION

EMAIL

You can always email me at hughesl@linnbenton.edu, please allow 24 hours for a response M-Th and 48 hours F-Sun. Don't be afraid to ask!

OFFICE HOURS

I generally have a lot of availability on Fridays, although I frequently have meetings that make it hard to commit to one set of hours for the term. I have a [sign-up sheet](#) for Friday hours that I will keep up to date with my availability and will list "drop-in" hours as I am able. If you'd like a meeting just enter your name and a time on the doc. I have limited availability M-Th but am able to meet by appointment.

EMAIL ETIQUETTE

Mastering basic email etiquette is a necessary 21st-century skill. Therefore, email etiquette is emphasized in this course. There is no need to be overly formal in your emails; however, it is important to understand that emailing in a college setting is a professional interaction. You are welcome to email me anytime with questions, concerns, or anything else! When you do, please follow this formula:

In the subject line of your email, include:

- Your first and last name
- Course information (e.g., ART102 Online)
- Brief reason for your email (e.g., Request for Appointment).

In the body of your email:

- Include a salutation (e.g., Hello, Hi, Dear, Greetings, etc...)
- Be clear and concise. What is the issue? What do I need to know? How can I help?
- Ask a direct question. Because of the high volume of emails I receive, if you do not pose a clear question or indicate needing a response, I may not respond.
- Write in complete sentences. Do not use text message or very informal language.

Thank you in advance for including this information—it will help me respond MUCH more quickly to your emails, as I receive emails from students across multiple courses, sections, AND schools.

Before sending your email: Double-check that your email is appropriate and professional. I love teaching, and truly enjoy interacting with students inside and outside of class. However, it can

be disheartening to receive emails that are disrespectful, demanding, accusatory, overly personal, angry, or venting. This happens rarely and is more often than not unintentional. However, please be aware that this method of communication is helpful to neither student nor professor and runs counter to LBCC Core Values. I may ask you to rephrase your email or speak to me one-on-one. In some cases, I may refer the situation to the Dean of Students and Dean of Arts, Social Science & Humanities.

COURSE POLICIES

ATTENDANCE/ PARTICIPATION

Again, since the course was listed in such a confusing way, I will only take attendance during Monday Zoom sessions. Although, of course, I recommend you come both Monday and Wednesday. Two absences to the Monday classes are allowed no questions asked, I do not make a distinction between excused and unexcused absences. After two Monday absences your grade drops a full letter grade. Active participation in the zoom sessions, and on Moodle is necessary to do well in this course.

LATE WORK AND RE-WORK

Late work will be accepted with a 10% grade reduction. Any homework or activity may be reworked and resubmitted, the higher of the grades will be kept. Late work and resubmissions can be submitted to the original assignment link until the cut-off date. There will be two cut-off dates for late work and resubmissions:

All work with due dates on or before **Feb. 1** can be turned in until **Feb. 11 at 11:59pm**
All work with due dates after **Feb 1** can be turned in until **March 12 at 11:59pm**

CHANGES TO THE SYLLABUS AND SCHEDULE

I reserve the right to change the contents of this Syllabus and Course Schedule. These may need to be adjusted during the term for many good reasons, and I have very rarely had to make small changes to a syllabus. You will be given notice of relevant changes in class, through a Moodle Announcement, and through LBCC email.

BAD DRAWING POLICY

You have to make a lot of bad drawings to make one good one. Sometimes it can be hard to let go of self-judgement while making a drawing, out of fear of making a bad drawing. It is **hard** to let go while making things. It is **really hard** for me to let go. This is a class to learn how to let go and how to see. Your grade does not depend on your drawing ability but on your willingness to try new things and to make a lot of drawings – if you do these two things your ability will naturally improve. We will be successful if we make lots and lots of bad drawings and a few good ones.

ASSIGNMENTS AND GRADES

See “bad” drawing policy above. I am looking for experimentation, engagement, and effort over technical skill when grading this class – technical skill will come with time and practice. In other words, if you put in the time, planning, and thought the grade will follow.

Simple completion of an assignment with minimum effort and lack luster craftsmanship will earn a grade of C. Higher grades will be awarded to finished artworks that show evidence of time, observation, personal engagement, and planning. Strong conceptual (idea) exploration, notable technical effort, and clear documentation will achieve maximum credit. Students will receive a letter grade for each assignment.

GRADE SCALE

A = 90-100% - Passing work that is excellent

B = 80-89% - Good Work

C = 70-79% - Average Work

D = 60-69% - Poor Work

F = 0-59% - Failing Grade

ASSIGNMENTS

Projects **50%**

Sketchbook **20%**

Written Feedback and Reflections **15%**

Cumulative Progress and Development **15%**

Total 100%

PROJECTS (50%)

There will be **FIVE** projects throughout the term, given roughly every two weeks. Each will consist of more sustained drawing (or multiple drawings) and will require time, planning, and care. Expect to spend at least **six hours** on each project, between planning and the finished product. In most of these drawings you will have more creative control over the subject matter. Expect to spend time reflecting on your work and showing/talking about your drawings in class.

SKETCHBOOK (20%)

You will be filling a sketchbook this term! Each week you will be given a prompt relating to our work in class and will be expected to fill **5 pages** a week. A sketchbook is meant for sketching, these are not finished drawings but studies and experiments. I will be collecting your sketchbooks at the end of the term (we will figure out the details when we get there due to the shifting state of COVID policies on campus). Please keep your sketchbook organized and find a consistent way to label your pages so I know which week your drawings belong to. Do not include work from other classes, though you may use your sketchbook for our class notes, project planning, and class activities. Final sketchbook grades will be based on the quality of engagement with prompts, completion of pages, and organization.

WRITTEN SELF-ASSESSMENT, CRITIQUE, AND REFLECTION (15%)

Learning to write and talk about drawing is an important component to this course. We will look at artists and have short readings which you will submit short written reflections on. Our own

drawings and progress will be discussed in our Zoom sessions as we go. For each of the five projects you will submit a self-assessment, as well as short written feedback for classmates. In your writing you'll be expected to be descriptive, honest, helpful, and to use vocabulary we learn throughout the term.

CUMULATIVE PROGRESS AND DEVELOPMENT (15%)

During exam week (March 15-18th) we will meet one on one for a short final meeting to discuss your progress throughout the term. You will prepare a digital portfolio of your work throughout the term that reflects your progress throughout the course. Choose drawings that represent your best, weirdest, and most challenging work. Your portfolio may contain sketchbook drawings, projects, class activities, studies etc. **so save everything!** Even if you hate something you have made!

DUE DATES

You can expect the majority of work to be due on **Sundays at 11:59pm** on Moodle. Though occasionally discussion posts and peer feedback may be due on Thursday at 11:59pm.

COLLEGE POLICIES AND RESOURCES

LBCC Email and Course Communications

You are responsible for all communications sent via Moodle and to your LBCC email account. You are required to use your LBCC provided email account for all email communications at the College. You may access your LBCC student email account through Student Email.

ACADEMIC HONESTY

Academic honesty is an indispensable value as students acquire knowledge and develop college skills. Students are expected to practice academic honesty by not cheating, plagiarizing, or misrepresenting their coursework in any way. Plagiarism, collusion, and other forms of misrepresentation hurt the student and run counter to the goals of education. Students are responsible for understanding and avoiding academic dishonesty, whether such incidences are intentional or unintentional. You are held accountable to the [Student Code of Conduct](#), which outlines expectations pertaining to academic honesty (including cheating and plagiarism), classroom conduct, and general conduct. Violations will result in failure of the assignment and possibly the course. Per LBCC policy, all incidents of academic dishonesty are reported to the Associate Dean of Student Development and the Dean of Arts, Social Science & Humanities.

INCOMPLETE GRADE POLICY

An incomplete grade may be assigned when a student has **completed** and **passed** a majority of the required work but cannot complete the course for reasons beyond the student's control. Incompletes are given only in extraordinary and documented circumstances (i.e. family emergency or serious medical excuse), and at the discretion of the instructor. If an incomplete grade is granted, the instructor will determine the work that must be completed as well as a nonnegotiable

completion deadline for submitting all missing work. If the incomplete work is not submitted on time or is unsatisfactory the incomplete will revert to an F-grade.

ACCESSIBILITY STATEMENT

Students who may need accommodations due to documented disabilities, who have medical information which the instructor should know, or who need special arrangements in an emergency should speak with their instructor during the first week of class. If you believe you may need accommodations but are not yet registered with the Center for Accessibility Resources (CFAR), please visit the [CFAR Website](#) for steps on how to apply for services or call (541) 917-4789.

STATEMENT OF INCLUSION

To promote academic excellence and learning environments that encourage multiple perspectives and the free exchange of ideas, all courses at LBCC will provide students the opportunity to interact with values, opinions, and/or beliefs different than their own in a safe, positive, and nurturing learning environment. LBCC is committed to producing culturally literate individuals capable of interacting, collaborating and problem-solving in an ever- changing community and diverse workforce.

VETERANS

Veterans and active-duty military personnel with special circumstances are welcome and encouraged to communicate these, in advance if possible, to the instructor.

BASIC NEEDS STATEMENT

Any student who has difficulty affording groceries or food, or who lacks a safe and stable place to live, is urged to contact a Student Resource Navigator: Amanda Stanley, stanlea@linnbenton.edu, 541-917-4877. The navigator can connect students to resources. Furthermore, please talk with your instructor if you are comfortable doing so. This will enable them to provide any resources that they may have.