

ART 110, Basic Drawing, 3.0 credits

Program Goal.

The Foundation Program, taken during the first year, provides beginning art students with a core curriculum of studies in drawing, color, painting, two-dimensional design, three-dimensional design, and art history to help students achieve success as an artist within one of several disciplines.

Course Description

This course is designed to introduce the beginning student to drawing as a foundation study in art and perception through direct observation. All exercises revolve around fundamental issues that pertain to all disciplines within the art program.

During the course, students experiment with a variety of media but emphasis is placed on pencil, charcoal and ink wash. The class is conducted within a workshop environment, with a focus on visual problem solving.

Students are expected to demonstrate a daily routine of drawing and should exhibit an increasing facility in both quick sketches and sustained studies. A resource book will be maintained encouraging students to draw frequently and opening up new approaches to observation.

Questions of style, originality and sensibility will be explored and the student will develop an expanded visual vocabulary.

Course Goals

While there are many specific goals to achieve in drawing, there are general goals that involve perception and composition. The successful student will be able to compose well while exploring perceptual truths involving space, light and proportion. These concerns, in turn, will help the student to develop his/her individual sensibility and self-expression.

Outcomes

It is hoped that students will eventually achieve a balance of formal inquiry, perceptual awareness and technical ability.

Learning Outcomes

The learning outcomes of these goals is that students will become artists that take responsibility for the their creative decisions, that they will more easily avoid cliché and self-indulgence, and that they will become better judges of the quality of their own work.

Assessment

There are periodic formal and informal critiques, some spur of the moment, where the goals of each project are examined and results evaluated. Students must participate verbally as well as with samples of work. A portfolio is gradually built, with final evaluations.

In many cases, a project will be repeated several times with slight variation to insure that the student is given the opportunity to practice these new concerns and learn to excel at them.

The student is required to keep a daily journal with a minimum of one sketch per day. The sketch should be related to material done in class that week. All drawing must be from observation.

Both homework drawings and class work will involve specific issues, such as the perception of angle, or perspective, or balance of value. When observed as specific problems, the relative success or failure to

solve each problem is not hard to gauge. There are often multiple solutions to visual problems, but with training it becomes clear when a solution has been arrived at.

Required Texts: Art Fundamentals, Theory and Practice, Ocvirk, Stinson, 10th Edition

Required Materials will be explained in class

Course Requirements

1. Attendance: depending on the frequency of class meetings and length of class times, two or three absences permitted without excuse. With or without excuse, more than the cited number and grade is effected.
2. Assignments are outlined by each professor. A list of these follows.
3. Grading criteria breakdown: the success of each project is judged by the criteria enumerated for each project
4. Grading rubrics involve the listing of criteria for each problem.
5. Late or incomplete work will be discussed by individual professors in class
6. Verbal participation in critiques is required
7. Specific course consequences for plagiarism will be described in detail by professor
8. Course schedule/calendar - it should be noted that compositional concerns of design and contrast are primary issues in all of the following projects

Week 1 - The perception of angle and its use in the depiction of space, volume, through line

Week 2 - the perception of angle and its use in the depiction of perspective and space with line

Week 3 - the perception of angle and its use in the depiction of perspective and space with line

Week 4 - Still Life and ellipses with line

Week 5 - Volume and space with value

Week 6 - Volume and space with value/charcoal

Week 7 – Space and composition construction

Week 8 - The Model with straight line, angle and proportion

Week 9 - The Model with line and proportion

Week10 - The Model with value – toned paper

Week11- The Model in space with value/charcoal

Week12- The Model in space with value/charcoal

Week13- The Model in space with ink

Week14- The Model in space with ink

Some variation within this schedule can be expected

CORE competencies

1. The continued practice of solving visual problems will train the student to think critically and creatively in both the theoretical and practical aspects of life.
2. The practice of identifying criteria and evaluating the relative success of art will train the student to enjoy beauty, both natural and humanly created.
3. The text book and the practice of participating in critiques will train the student to read, write and speak effectively.
4. The practice of composition and depiction of space will train the student to reason abstractly and mathematically.

Instructional/Teaching approach: Presentations and demonstrations to the class as a group and in individual exchange

Academic Honesty

The Marywood University community functions best when its members treat one another with honesty, fairness, and trust. The entire community, students and faculty alike, recognize the necessity and accept the responsibility for academic honesty. Students must realize that deception for individual gain is an offense against the entire community. Cheating and plagiarism are behaviors destructive of the learning process and of the ethical standards expected of all students at both the graduate and undergraduate levels.

Students have a responsibility to know and adhere to the University's *Academic Honesty* policy. Violations of this academic honesty statement or the intent of this statement carry consequences. University procedures for investigation of alleged violations of this policy ensure that students are protected from arbitrary or capricious disciplinary action. Initial sanctions for violations of academic honesty ordinarily are determined by the course instructor. The faculty member will employ a range of sanctions, from a minimum of a failing grade for the specific coursework in which the infraction occurred to a maximum of a failing grade for the entire course. If necessary, the chairperson and/or academic dean may become involved in investigating the allegation of academic dishonesty and the determination of sanctions. The faculty member will file a report with the office of the Provost and Vice President for Academic Affairs, with copy to the faculty member's department chairperson and the student's academic dean. An academic dean may also choose at any time to inform the Dean of Students of charges of academic dishonesty for adjudication in the University conduct system. Likewise, a member of the University community may submit a conduct report against a student, group of students, or student organization for alleged violations of the *Academic Honesty* policy to the Dean of Students, who will inform the appropriate academic dean for possible adjudication. The Provost and Vice President for Academic Affairs will maintain a register of established cases of academic dishonesty in order to identify an individual student's pattern of violation. Two established cases of academic dishonesty will result in suspension from the University; three established cases will result in dismissal.

In a case in which the student is involved with violations of both academic and discipline policies from the same incident, the Dean of Students and the cognizant Academic Dean of the college or school in which the student is enrolled will confer regarding sanctions to assess their academic impact and to assure that a consistent message is communicated to the student.

Definitions

Cheating is defined as but not limited to the following:

1. having unauthorized material and/or electronic devices during an examination without the permission of the instructor;
2. copying from another student or permitting copying by another student in a testing situation;
3. communicating exam questions to another student;
4. completing an assignment for another student, or submitting an assignment done by another student, e.g., exam, paper, laboratory or computer report;
5. collaborating with another student in the production of a paper or report designated as an individual assignment;
6. submitting work purchased from a commercial paper writing service;
7. submitting out-of-class work for an in-class assignment;
8. changing grades or falsifying records;
9. stealing or attempting to steal exams or answer keys, or retaining exams without authorization;
10. submitting an identical assignment to two different classes without the permission of the instructors;

11. falsifying an account of data collection unless instructed to do so by the course instructor;
12. creating the impression, through improper referencing, that the student has read material that was not read;
13. artificially contriving material or data and submitting them as fact;
14. failing to contribute fairly to group work while seeking to share in the credit;
15. collaborating on assignments that were not intended to be collaborative.

Plagiarism is defined as the offering as one's own work the words, sentence structure, ideas, existing imagery, or arguments of another person without appropriate attribution by quotation, reference, or footnote. It includes quoting, paraphrasing, or summarizing the works of others without appropriate citation. No claim of ignorance about the nature of plagiarism will excuse a violation.

Procedures

The student has a right to appeal sanctions resulting from academic dishonesty. A student who decides to file a formal grievance must submit the request in writing to the departmental Chair or the Dean. This is ordinarily done within thirty working days of the date an alleged incident occurred or a problem began. The necessary form is available from the Academic Dean of the college or school where the alleged problem occurred. The Provost and Vice President for Academic Affairs is the final recourse in the academic appeal process.

Academic Accommodations for Students with Documented Disabilities

Marywood University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 as amended by the ADA Amendments Act of 2008. Students with disabilities who need special accommodations must submit documentation of the disability to the Office of Disability Services, Liberal Arts Center 223B, in order for reasonable accommodations to be granted. The Office of Disability Services will partner with students to determine the appropriate accommodations and, in cooperation with the instructor, will work to ensure that all students have a fair opportunity to perform in this class. Students are encouraged to notify instructors and the Office of Disability Services as soon as they determine accommodations are necessary; however, documentation will be reviewed at any point in the semester upon receipt. Specific details of the disability will remain confidential between the student and the Office of Disability Services unless the student chooses to disclose or there is legitimate academic need for disclosure on a case-by-case basis. For assistance, please contact Diane Webber, Associate Director of Disability Services, at 570.348.6211 x2335 or dtwebber@marywood.edu.