Overview
Art 100 is an introductory drawing class that focuses on perceptual development through pictorial representation. We will be learning to see, drawing what we “see” rather than what we think we “know.” We will explore drawing’s role in the creation of a visual language, developing visual sensitivity, technical skills, mechanical skills, and an understanding of the creative process.

We will be learning the building blocks of expression in the understanding of materials, techniques, and perceptual experience by investigating: gesture, line, tone and value, measuring and sighting methods, linear perspective, the principles of depicting volumes, physical surfaces, light and shadow, the elements and principles of design and some of their applications.

A range of drawing materials will be explored. Subject matter will include still life, nature, architecture, constructed and imagined inventions which use the elements and principles of design in ways that make them seem believable. Class time will consist of drawing sessions, discussions, audio/visuals, lectures, critiques, keeping a sketchbook, drawing on–site, field trips outdoors and to art exhibits.

Program Learning Outcomes (PLO):
- Students will demonstrate proficiency in studio foundation skills as they relate to the elements and principles of design.
- Students will exhibit proficiency in the use of materials, techniques and media.
- Students will be equipped to critically analyze their artwork as well as those of others.
- Students will learn new techniques and gain confidence as artists.
- Students will develop skills to further themselves in creative endeavors.
- Students will learn how to draw observationally.

Student Learning Outcomes (SLO):
- Understand the basic techniques of drawing.
- Demonstrate proper drawing mechanics.
- Explore and demonstrate a sensitivity to the given media and materials.
- Convincingly interpret a three-dimensional form on a two-dimensional picture plane, working from life and imagination.
- Demonstrate control over the size and placement of objects within the picture plane to create a pleasing composition.
• Develop awareness of the power of mark-making to convey meaning.
• Become familiar with the process of creative thinking and problem solving.
• Communicate design concepts clearly.

Attendance and Late Work Policy
Poor attendance will result in lower grades. It is necessary that you attend every class. A total of three (3) absences will be allowed without penalty. After that, each absence will drop your total grade for the course by at least one full letter grade. Anyone with six (6) or more absences automatically receives an “F” for the semester. **Students are REQUIRED to keep a personal record of their attendance. Failure to do so and ignorance of your attendance status will not constitute an excuse nor will failure to sign the attendance sheet. Previously stated consequences still apply.** Tardiness for three (3) classes counts as an absence. **Family vacations do not qualify as emergencies so do not schedule them during final examinations.**

Medical Conditions
If you are pregnant or should become pregnant while taking this course, or have a medical condition that could increase your sensitivity to chemical exposure, it is important for you to take all precautions concerning your personal safety. Students who need accommodations for certified disabilities should work through the Office of Disability Services and then your professor. If you have special needs, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

To obtain disability related accommodations, alternative formulas and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations.

Grading
Grades will be calculated on a standard scale:
A – 90-100 = Excellent achievement, going above and beyond requirements expending extra time and effort
B – 80-89 = Requirements met with good achievement and clear understanding of objectives
C – 70-79 = Requirements met producing average work with average effort
D – 60-69 = Requirements met with minimum effort producing subpar, careless work
F < 60 = Minimum requirements not met, inadequate understanding of course material

Detailed Explanation of Grading Criteria:
A  Excellent:
• Displays a strong grasp of the process, concepts and materials that far exceeds normal expectations
• Exhibits a deep understanding of elements and principles of drawing and two-dimensional design conveyed in the work.
• Drawings convey a solid framework through gesture in the initial stages and of in-depth development in their progression.
• Exhibits a handling of materials, rendering of form and an approach to composition that is mature and convey insight and creativity.
• Student is self-motivated, disciplined and committed to practice (work ethic) and comes to class prepared at all times.
• Work is always submitted on time
  Student is active in discussions and critiques.

B  Above Average:
• Displays a good grasp of the process, concepts and materials that exceed average expectations.
• Displays an understanding of the elements and principles of drawing and two-dimensional design conveyed in the work.
• Drawings convey a solid framework through gesture in the initial stages and of good progression in their progression.
• The handling of materials, rendering of form and approach to composition are mature and convey some insight and creativity.
• Comes to class prepared and work is submitted on time for the most part.
• Self-motivation, discipline, and commitment to practice (work ethic) are above average.

C  Average:
• Displays an average understanding of the process, concepts and materials that meets normal expectations. Some demonstrated understanding of elements and principles of drawing and two-dimensional design.
• Drawings convey little framework with underdeveloped gesture in the initial stages and development in their progression lacks closure.
• The handling of materials and methods, rendering of form and approach to composition lack maturity and thoughtfulness but convey some insight or invention.
• Some self-motivation is shown as well as some discipline and commitment to practice (work ethic) but reliance on outside stimulus for motivation and practice is the norm.
• Comes to class prepared and work is submitted on time for the most part.
• Student is somewhat active in critiques and discussions.

D  Below Average:
• Lacks an understanding of or engagement with the process, concepts and materials that falls below normal expectations.
• Shows little understanding of elements and principles of drawing and two-dimensional design.
• Drawings lack strong internal framework and gesture is generally underdeveloped in the initials stages; drawings feel incomplete.
• The handling of materials, rendering of form and approach to composition lack maturity and convey little insight and invention.
• Lacks self-motivation, discipline and commitment to practice (work ethic)
• Comes to class prepared most of the time.
• May have tardiness and attendance issues.
• Not engaged with or active in critiques and discussions.
F  Failure:
• Projects not submitted, excessive absences and/or tardiness.
• Not engaged with or active in critiques and discussions

The following will also be considered when assessing your performance:
  o How well your assignments achieve the stated project objective(s)
  o Creativity and conceptual innovation
  o Craft, presentation and proficiency with methods and materials
  o Effort, ambition, initiative, and openness to coaching
  o Ability to work independently with focused attention
  o Progress and growth

In-class studio assignments, participation, sketchbook, out-of-class assignments, quizzes (if any are given) all carry equal weight

Sketchbooks:
You are required to keep a sketchbook (6”-9x12”). Bring it to each class to store your research, drawings, discussion notes, artist names, assignment due dates, and notes on what we emphasize and review during class. A sketchbook is an invaluable resource for creativity, ideas, & documentation of your time and experience. They will be collected for review at mid-term and semester’s end.

Recommended Text: Drawing from Observation, 2nd Edition, by Brian Curtis. It is available at the bookstore or online at www.amazon.com in addition to other sites that may offer better-than-bookstore prices. You will be required to do reading assignments, take lecture notes, read handouts, and take quizzes on terminology and information given in class.

General Information: The materials and techniques we will be using can lead to a messy workspace therefore wear appropriate clothing that you can soil. Lockers are available for storage of drawings, and portfolios. You are required to bring necessary tools and materials to class. Cell phones must be silenced. Do not wear ear buds or headphones.

Acceptable Student Behavior:
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (See the Student conduct Code, policy D-34.1.) Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forms, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.
Academic Integrity:
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or idea of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source, and (2) incorporating the works or ideas of an author into one’s paper without giving the author due credit. Please read the complete policy at http://sfasu.edu/policies/academic integrity.asp

Tentative Class Schedule:
1/17/18 (Wed)  Intro, Course Foundation, Pre-instruction drawing, beginning line sensitivity exercises
1/22/18 (Mon)  Syllabus, line sensitivity exercises continued, Gesture as Infrastructure
1/24/18 (Wed)  Gesture as Infrastructure cont’d
1/29/18 (Mon)  Gesture & Construction lines Building Blocks of Still Life Drawing
9/31/18 (Wed)  Project cont’d, Siting & Measuring (Determining Accurate Scale & Proportion)
2/5/18 (Mon)   “                “
2/7/18 (Wed)   Critique
2/12/18 (Mon)  Intro to Positive/Negative Space, Composite Shapes
2/14/18 (Wed)  Project cont’d
2/19/18 (Mon)  “                “
2/21/18 (Wed)  Critique
2/26/18 (Mon)  Creating Form with Value. Value Scales begun in class, Keynote Presentation
2/28/18 (Wed)  Full Value Project Still life Drawing
3/5/18 (Mon)   Project cont’d
3/7/18 (Wed)   “, Mid-Term Grades
3/10/18 (Mon) Spring Break Begins
3/19/18 (Mon) Classes Resume
3/14/18 (Wed) Full Value Project cont’d
3/19/18 (Mon) Critique
3/21/18 (Wed) Intro to Perspective
3/26/18 (Mon) Project cont’d
3/28/18 (Wed) “                “
3/29/18 (Thurs) Easter Break Begins
4/2/18 (Mon)   Classes Resume
4/2/18 (Mon)   Perspective Project cont’d
4/4/18 (Wed)   Critique
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<th>Date</th>
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<tr>
<td>4/9/18 (Mon)</td>
<td>Playing With Pencils, (Small Scale)</td>
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<td>4/11/18 (Wed)</td>
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<td>4/16/18 (Mon)</td>
<td>Final Project Introduced</td>
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<td>4/18/18 (Wed)</td>
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<td>4/25/17 (Wed)</td>
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<tr>
<td>5/7/18 (Mon)</td>
<td>Final Critique, 8 – 10 am</td>
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