

Basic Course Information

Semester:	Spring 2020	Instructor Name:	Linda Freitas
Course Title & #:	<u>ART 220 Drawing III</u>	Email:	linda.freitas@imperial.edu
CRN #:	20460	Webpage (optional):	
Classroom:	1306	Office #:	1306
Class Dates:	February 18-June 12 ,2020	Office Hours:	MW 5:15-6:00 and W 1:30-2:00 P.M.
Class Days:	MW	Office Phone #:	(760)693-2015
Class Times:	2:00-5:10 P.M.	Emergency Contact:	Michael Freitas (760)353-3643
Units:	3		

Course Description

An exploration of personalized approaches to content and materials to address complex subject matter and concepts using a variety of drawing mediums, techniques, and methodologies at an advanced intermediate drawing level. Additional materials fee applies. (CSU, UC)

Course Prerequisite(s) and/or Corequisite(s)

ART 120 and ART 122, with a grade of “C” or better.

Student Learning Outcomes

1. Develop, create, and present portfolio of original drawings addressing contemporary art concepts in a coherent personal style and using advanced methodologies. (ISLO1, ISLO2, ISLO3, ISLO5)
2. Critique works of art either in written or oral form using proper terminology. (ISO1, ISLO2, ISO3, ISLO4, ISLO5)
3. Write a critical opinion essay on a contemporary artwork. (ISLO1, ISLO3, ISO5)

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Explore formal skills, conceptual approaches and the application of formal elements with a focus on the development of personal style.
2. Explore traditional and contemporary approaches to the construction and presentation of drawings in relation to personal style.
3. Design, process, and produce a portfolio of drawings in multiple mediums and formats using personal methodology and concepts that integrate form and content and express ideas through visual means.
4. Practice critical evaluation and critique of class projects and artwork from a museum or gallery using relevant terminology in oral or written.

Textbooks & Other Resources or Links

No books are required for this class. Several very good drawing reference books are in my office, they are available for your use in the classroom, at any time. The following books are also good books that are recommended for intermediate to advanced drawing students:

Criticizing Art; Understanding the Contemporary, by T. Barrett ISBN 978-0073379197 and Drawing: A Contemporary Approach, by Betti, C. and Sale ISBN 978-111343606

Course Requirements and Instructional Methods

Demonstration, discussion, problem solving exercises, still life and life drawing, one and two point perspective drawing, non-architectural means to create the illusion of depth of space, on a 2D surface, written assignments, audio-visual assisted instruction, and individual assistance, will be the instructional methods used in this course. Out of class assignments will include keeping a journal/sketchbook, with notes and sketches. These will be checked at least bi-weekly, and will be considered as homework. Over 200 gesture sketches will be expected during the course. If sketches are done more completely rendered, less will be required. Although this may seem daunting, once you get in the habit of drawing a little every day, and taking advantage of “down” times (such as the breaks between classes, minutes waiting in doctor’s offices, waiting for the bus, etc.) Your sketchbook should become a tool to give you a visual form to your ideas. Works you have an idea or plans for, “in your head,” may vanish if you do not sketch them. Planning an original piece of artwork from those rough sketches, to the fruition of a completed work of art or design, is a vital skill for an artist. The beautiful pieces of art we enjoy viewing in museums, art galleries, homes and places of business, are well thought out, and planned. A portfolio of accumulated artwork will be reviewed mid-term and at the end of the semester. Portfolio reviews will be done privately and by appointment.

Reading and Writing: You will be asked to visit a museum, or art gallery, and write about your experience. Include what was exhibited in great detail, what was your personal response to the show? Do you think the artist(s) was/were able to get their intent across to you, the viewer? Was there an artist who’s work you especially liked? Why? Was there a particular piece of art you were drawn to? If so, explain why? This should be 900-1,200 words. In addition, you must write a descriptive essay on a contemporary art piece, that will be 600-900 words. You may use a painting, or drawing, found on a museum website, or in a magazine such as Artforum. Or Art in America.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

Course Grading Based on Course Objectives

A= Outstanding and professional work. Student demonstrates excellent drawing skills, is able to convey content effectively to the viewer. Projects are completed in a timely manner, and they are consistently of high quality. (90-100%)

B= Praiseworthy achievement, definitely above average in craftsmanship and in content, but may not exhibit the consistent quality of an “A” student. In order for the student to achieve this grade, the student must exhibit the initiative to strive for excellence, and is progressing well in her/his growth as an artist, (80-89%)

C= Average performance in achieving course objectives. (70-79%)

D= Poor performance lack of personal responsibility, and initiative. (60-69%)

F= Failing (59% and below)

The last day to drop classes with a “W” is May 16, 2020. If, for any reason you quit coming to class, and cannot finish the course’s requirements, please drop yourself.

Attendance

Since there will be numerous demonstrations, lectures, and other irreplaceable classroom activities, regular attendance is beneficial, as well as expected. If you work primarily from home, you are only experiencing your triumphs, trials and errors, of creating your artwork. In the classroom, you not only learn from the instruction, you are gleaned many useful techniques and methodology from your fellow student artists. You’ll learn a few “tricks of the trade” from them, and they’ll undoubtedly, learn some from you. If you are going to be absent, please text, or call me @ (760)693-2015, email me @ linda.freitas@imperial.edu I will fill you in as to what we will be doing, or have done in class.

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student’s status will be the same as that of any other student who desires to add a class. It is the student’s responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as ‘excused’ absences.

Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.

- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- Children in the classroom: Due to college rules and state laws, only students enrolled in the class may attend; children are not allowed.

Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!)].

Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **CANVAS LMS.** Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services \(DSP&S\)](#) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information..

Veteran's Center

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, lourdes.mercado@imperial.edu.

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, alexis.ayala@imperial.edu.

Student Equity Program

[Required language.]

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of

developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.

- The Student Equity Program also houses IVC’s Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

Student Rights and Responsibilities

[Required language.]

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

Information Literacy

[Required language.]

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

Anticipated Class Schedule/Calendar

[Required Information – Discretionary Language and Formatting: The instructor will provide a tentative, provisional overview of the readings, assignments, tests, and/or other activities for the duration of the course. A table format may be useful for this purpose.]

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 February 19	Syllabus & Introduction of first project. Using combination of some of the following: scale, repetition of similar sized objects, animals or people, placement on picture plane, atmospheric and, or linear perspective, color, to create an advanced work that depicts the illusion of space. Must be at least 18”X24” in size.	
Week 2 February 24 & 26	Continue working on above project.	
Week 3 March 2 & 4	March 2, last day to work on in class.	March 4 critique on project #1
Week 4 March 9 & 11	Drawing using the element of line, in pen and ink. Using hatching, cross-hatching, cross-contour, directional lines to depict textures such as hair on people, animals, or striations on objects, stippling. Subject matter is artist’s choice, and should be in the 18”X24” size range	
Week 5	Continue working on above assignment	

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
March 16 & 18		
Week 6 March 23& 25	Drawing with form or forms being defined by great value contrast. This work should have values ranging the lightest to the darkest the medium can achieve, with many mid-values or tones, in between.	
Week 7 March 30 and April 1	Continue working on above project.	
Week 8 April 6 & 8	Figure drawing exercises. Do several 30-60 minute posed sketches, during class and at home. 4 of your best will be shown in the next critique and will be required in your portfolio.	
Easter/Spring break April 13-17	Continue working on figure drawing exercises. Try to do one, three hour drawing, as listed below.	
Week 9 April 20 & 22	Two-three life drawing works, spending at least 3 hours on each one. They must be at least 18"X24," poses, medium, paper, choice of the student.	April 22 figure drawings critique
Week 10 April 27 & 29	Large landscape drawing that includes at least one figure, animal, human, mythological, or of artist's creation. At least 18"X24"	
Week 11 May 4 & 6	Continue working on above projects.	
Weeks 12-15 May 11- June 3	Capstone project(s): these can be any subject matter, style, medium of your choice. You have the choice of doing 2 drawings of 18"X24" or 1 drawing that is 3'X4' May 16, 2020 is the last day to drop with a "W"	June 3 Capstone projects critique
Week 16 June 8 & 10	End of semester portfolio appointments.	

*****Tentative, subject to change without prior notice*****