Department of Architecture + Planning  
University of Utah  
Course Syllabus  
Architecture 6050-002  
Architecture 4040-002  
Analog Graphics  
Watercolor Methods (1.5 credits)

INSTRUCTOR: DIANA GARDINER e-mail: dianaggardiner@yahoo.com  
Semester: Spring 2020  
Class Time: T-Thurs  
Class Location: Lower level architecture building  
Office hours: By appointment

Course Description: The purpose of this course is to provide a theoretical and practical grounding in conceptual and technical skill, thus, preparing the student to venture into the field of watercolor painting. This course concentrates mainly on painting techniques and technical methods. Student will receive procedures and demonstrations that will inform them how to translate desired subject matter into watercolor. This is a step-by-step approach for both beginners and intermediate students.

Students are expected to work in class 3 hours a week and at least 3-5 hours outside of class.

Course Objective: Assignments will be based on class topics. Students are encouraged to nurture personal experimentation including architectural studies and develop creative thought by using the structure and guidance provided. Students are expected to work in class 3 hours a week and at least 3-5 hours outside of class.

Course Outcome: By the end of this course, you should be able to utilize these watercolor methods:
  - Brush calligraphy
  - Wet into wet
  - Wet to dry
  - Washes
  - Auxiliary methods

Evaluation Methods: All students are required to come prepared to class with materials/tools, and participate in assignments, discussions, and critiques. Grades will reflect the effort you apply to the course and your basic understanding of the principles taught.

Teaching and Learning Methods: The basic structure for this course will be as follows:
  1. Introduction of topic including lectures, demonstrations, and examples
  2. In-class exercise based on topic with instructor offering individual assistance
  3. Weekly outside assignments based on topic (4-6 hours a week)
  4. In-class critique to prepare students to discuss and defend their work critically

Grading: To be determined by the instructor based on the student's:
  1. Performance which includes the instructor’s perception of the student’s effort and commitment to the course, class participation, preparation, attitude, and adherence to the classroom norms. This is the equivalent to 10% of the final grade.
  2. Attendance is mandatory for a studio class. Three unexcused absence and/or continually arriving late or leaving early will lower your grade. You must have a medical or other documented reason
to have an absence excused. If you are late or you miss class, you are responsible for getting the information from a classmate. I recommend you get the phone number or e-mail address of two or three responsible students because lectures/demonstrations will not likely be repeated in class. This is equivalent to 10% of the final grade.

3. **Assignments** must be turned in on time. No incomplete work will be accepted, and late assignments will be marked down ONE FULL LETTER GRADE. No assignment turned in late will receive an “A” grade. Each assignment will be converted into points, then divided by the number of assignments and averaged into a single letter grade. Assignments are equivalent to 80% of the final grade.

**Grading Criteria** on a point scale of 1 to 12.
A=12, A-=11, B+=10, B=9, B-=8, C+=7, C=6, C-=5, D+=4, D=3, D-=2, E=1.

A  Concepts have been understood, all work has been completed and is of **excellent** quality.
B  Concepts have been understood, all work has been completed and is of **good** quality.
C  Concepts have been understood, all work has been completed and is of **satisfactory** quality.
D  Concepts have not been understood, and/or attendance has been poor, and/or work is of **poor** quality.
E  No University credit because of incomplete work and unacceptable performance

Grade sheet criteria:
1. Did you follow instructions that are explained and demonstrated in class?
2. Did you complete the assignment showing an investment of time?
3. Did you show interest through creative thought, experimentation and exploration of unique ideas?
4. Is your work well crafted?
5. How good is the planning and overall success of the project

**CLASS SCHEDULE**
- Week 1: Purchase supplies / introduction to Calligraphy
- Week 2: Calligraphy
- Week 3: Wet-in-Wet
- Week 4: Wet-to-Dry
- Week 5: Washes
- Week 6: Auxiliary methods
- Week 7: Final

**IMPORTANT: DO NOT THROW ANYTHING AWAY UNTIL THE END OF THE SEMESTER!**

**University Policies**

**ADA Statement:** The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

**Campus Safety:** The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.
Academic Misconduct: The course website includes a link to the university’s Student Code, which contains the academic conduct standards expected of all University of Utah students. By the second class session I will assume that each of you has read the Code and is willing to abide by its requirements. CA+P students who engage in academic misconduct more than once are subject to the policy of the College of Architecture + Planning that directs college and department administrators to seek the dismissal of offending students from their academic program.

Electronic Devices: Using tablets and laptops can aid the taking of notes and reference to materials without having to carry printed texts to class. Cell phone conversations, texting, and other use of electronic devices in a manner that does not relate to our classroom conversations is not acceptable. Please be courteous to me and your classmates by not misusing laptops, smart phones, and other devices in class.

Wellness: Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive. For helpful resources contact the Center for Student Wellness at www.wellness.utah.edu or 801-581-7776. There are also helpful links on the Canvas website, on the Student Wellness Links page.

Addressing Sexual Misconduct: Title IX of the federal Education Amendments of 1972 states, in part: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.” Under this law, 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, 332 South 1400 East, Room 112 (Bldg. 73), 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, 328 Student Services Building (SSB), 801-581-7779. To report to the police, contact the Department of Public Safety, 801-585-2677 (COPS).

Preferred Names & Pronouns: Class rosters are provided to the instructor with the student’s legal name as well as “Preferred first name” (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected. If you need assistance getting your preferred name on your UIDcard, please visit the LGBT Resource Center Room 409 in the Olpin Union Building, or email bpeacock@sa.utah.edu to schedule a time to drop by. The LGBT Resource Center hours are M-F 8am-5pm, and 8am-6pm on Tuesdays.

Studio Culture (for studio courses): Part of the college's ethic of care is establishing expectations for how we treat each other in a studio environment. The college's Studio Culture Policy (http://www.cap.utah.edu/wp-content/uploads/2018/11/3-04_Studio-Culture.pdf) sets forth these
expectations, and as a member of our college community, we expect you to read and abide by the policy's standards.

Inclusion: The U's Office of Inclusive Excellence offers this example of a statement addressing values of inclusion: It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you. (Source: University of Iowa College of Education) Further examples of diversity statements: https://ctl.yale.edu/DiversityStatements

Land Acknowledgement Statement: Several colleagues of mine have started using "land acknowledgement statements" to recognize the history of displacement of indigenous peoples. Examples of such statements are available at the U's American Indian Resource Center (https://diversity.utah.edu/centers/airc/) and by Googling "land acknowledge statement example."

SUGGESTED BASIC WATERCOLOR SUPPLIES

**Required: Professional Grade**
- Cadmium Yellow
- Yellow Ochre or Raw Sienna
- Cadmium Red
- Permanent Alizarin Crimson or Carmine
- *Prussian or Phthalocyanine Blue
- Ultramarine Blue
- Raw Umber
- Hookers or Sap Green
- *Ivory Black

**Optional Book:**
- Watercolor School by Hazel Harrison / The Big Book of Watercolor by Jose Parramon

**Brushes required:**
- One Sable or Synthetic Filament, square ½” to ¾”
- *One smaller round brush with a fine point to touch-up small areas

**Palette:**
- *Tray with pigment and good mixing areas (Robert Wood or Skip Lawrence)

**Paper:**
- Two sheets 140lb. Arches rough 22”x 30”
- Two sheets 140lb. Arches hot press 22”x 30”
- *One pad drawing paper 18” x 24” U. of U. Printing Service, 1795 East South Campus Drive, Room 135 or a comparable newsprint pad
Miscellaneous:
Camera (cell phone acceptable)
12”x16” Artist board with clips, artist masking tape, small sponge, *Kleenex or paper towels, one drawing pencil, kneaded eraser, *wide open water container, *small spray bottle, ruler, matches, Xacto knife.

Purchase Supplies:
Dick Blick (1024 E. 2100 S.) / University Campus Store (limited) / On-line

NOTE: There will be time to order most of your supplies by catalog but the * indicates the materials expected for next class.