PRE-REQUISITE: none
TIME: M-W Section one 12:55-3:55pm / Section two 4:10-7:10pm
LOCATION: Field House room 203
INSTRUCTOR: DIANA GARDINER e-mail: dianaggardiner@yahoo.com
OFFICE HOURS: by appointment only

COURSE DESCRIPTION: The subject of this course is basic drawing and rendering with an emphasis on architectural forms and spaces. Students will learn a variety of concepts and perceptual techniques designed to enhance their abilities to translate subjects and ideas onto a two-dimensional picture plane from direct observation and imagination. Creative deployment, critical thinking and problem solving will be encouraged.

COURSE OUTCOMES: In this course students will be prepared to demonstrate the conceptual and perceptual ideas, skills and techniques outlined below. Each project is worth 20% of your grade.
Week 1-2 Introduction to syllabus and 1pt. perspective project
Week 3-4 Introduction to 2 pt. perspective project
Week 5-7 Sketching / Storytelling / Storyboard project

EVALUATION METHODS: All students are required to come prepared to class with required materials/tools, and participate in assignments, discussions and critiques. Students can expect to work in class 6 hours a week and at least 6 or more hours outside of class. Outside assignments will be based on in class topics. Mastery of the skills and techniques as demonstrated in class along with personal experimentation and developing creative thought through pondering, sketching and writing is expected. Lastly, oral and visual presentations will be evaluated on how successfully you communicate your ideas to the class.

SUGGESTED TEXT: PERSPECTIVE MADE EASY by Ernest R. Norling

TEACHING AND LEARNING METHODS: the basic structure for this course will be as follows:
• Introduction of topic
• In-class demonstrations and exercises given on topic
• Assignments based on topic
• Critique and/or peer review including group discussions of projects will be at the beginning of class when each assignment is due.

*Critiques are a vital part of evaluating work. Ideally, they are a forum for the exchange of ideas, information, and opinions. At the beginning of the designated class, assignments will be dedicated to group critiques. Everyone is required to participate. This may be the most important feature of this class. Critiques serve to prepare students to discuss and defend their work critically and gauge individual progress.

POLICIES AND GRADING CRITERIA: are based on three areas:
• PERFORMANCE, which includes instructor’s perception of the student’s effort, attitude, preparation, class participation, commitment and adhering to class norms. No inappropriate usage of cell phones, computers or disruptive visiting is acceptable. STUDENTS WILL NOT GET PERFORMANCE CREDIT WHEN NOT ATTENDING CLASS. This is equivalent to 10% of the final grade.
• ATTENDANCE is mandatory!
  Unexcused absences will affect your grade. Anything above 2 unexcused absences and/or continually arriving late or leaving early WILL AUTOMATICALLY LOWER PERFORMANCE AND ATTENDANCE GRADE. You must have a medical or other documented reason to have an absence excused. Four or more absences will result in a FAILING FINAL grade. 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 instructions and demonstrations will not likely be repeated in class and they are not on canvas. This is equivalent to 10% of the final grade.
• ASSIGNMENTS must be completed on time. No incomplete work will be accepted, and late assignments will be marked down ONE FULL LETTER GRADE. LATE ASSIGNMENTS CANNOT RECEIVE THE LETTER GRADE OF A AND WILL NOT BE ACCEPTED AFTER ONE WEEK FROM DUE DATE. Assignments are equivalent to 80% of the final grade.
GRADING SCALE:

A-A- Exceptionally Clear, Complete, Provocative, and Insightful Response, Exceeds Requirements of the Project Assignment, Extremely High Level of Participation
B+-B- Strong and Insightful Response to Assigned Project, High Level of Participation
C+-C- Basic Response to Assigned Project, Standard Level of Participation
D+-D- Substandard Performance, Low Level of Participation, Some Missing Requirements
E Unsatisfactory Performance, Missing Requirements, Incomplete Projects

IMPORTANT: ALL WORK COMPLETED IN THIS COURSE IS TECHNICALLY THE PROPERTY OF THE COLLEGE OF ARCHITECTURE + PLANNING. DO NOT THROW ANYTHING AWAY!!! You may be asked by the instructor to submit specific assignments for the purpose of accreditation and archiving.

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.educenters/airc/) and by Googling "land acknowledge statement example."
SUPPLY LIST
Architectural Graphics 1630 -001 and 002

One 14”x17” Canson 1557 Drawing Pad (Dick Blick)

One Moleskin sketchbook 7”x10” plain pages (NO SPIRAL BINDING)

One roll of white fodder that must be 12” to 24” wide

Assortment of graphite drawing pencils: HB, 2B, 4B, 6B, 8B

Small box of colored pencils or watercolor pencils (OPTIONAL)

One red colored pencil

One Pencil sharpener that must hold shavings

X-acto knife with cap

One metal ruler

Assortment of black ink liners

One sharpie marker

One Kneaded eraser

One retractable eraser

One architectural scale

30/60/90 degree triangle

One roll of Drafting or Artist tape

White, clear, or metal Push-pins

Note: You will be asked to bring some additional supplies as the course progresses.
It is recommended you keep all supplies together and be prepared to bring them to every class.

PURCHASE SUPPLIES:

Dick Blick (1025 East 2100 South) * Packets including most of the listed supplies are available at a discounted price for students

On-line dickblick.com  800-828-4548