Drawing I
ART 3130-1 Course # 1312
(cross-listed as DRAW 3130-1 Course # 12419 for Drawing Minor)
Department of Art and Art History
Spring 2017
4 credit hrs
Pre-requisite: Ist Year Studio Program, 2 semesters 2-d, grade of C- or higher
Tues, Thurs, 9:10-12:05, ART 352
Maureen O'Hara Ure
Assistant Professor (Lecturer)
Office hour (starts 1/23 ART 366, Mon 4:30-5:30 pm for drop-ins. Otherwise, by appointment. Request appt. in person or by email or message left in Dept of Art & Art History Office ART 161 or c/o 801-581-8677)
maureen.oharaure@utah.edu
Professor’s work visible on Dept home or on maureenoharaure.com

Course Description
An in-depth investigation of the drawing process, to include an emphasis in design, color, as well as exploration of a wide range of wet & dry media.

Course Objectives
At the end of the course, the student should demonstrate 2nd-year-studio-major-or-Drawing-minor- level grasp of following skills & concepts. Student who passed course
- Became better acquainted with concepts, vocabulary & body of historical and contemporary work in this discipline
- Refined observational drawing skills & developed further 2-dimensional design. Improved ability to use wide assortment of tools
- Experimented with wide variety of methods & materials including wet media, collage etc. & investigated larger grounds
- Began to explore abstraction & non-objective design.
- Began to become more independent, to develop a voice

Teaching & Learning Methods
Most sessions begin with brief demonstration & discussion led by the professor, then move quickly on to hands-on practice by students. For the first part of term, studio exercises will center on observation of still life objects, then proceed to more complex drawing problems. Homework exercises will feature same techniques, same media as in-class exercises & will increase in difficulty (and in range of possible solutions) as term progresses. 2 or more group critiques (with full participation considered as part of grade in course) will allow students to apply concepts & use the vocabulary of the visual arts field in assessing the work of others.
Studio lessons will be augmented by students' viewing examples of historical & contemporary drawings & by students attending assigned exhibits.

**Homework**
4+ hours/ each weekend completing drawing assignments at home will be the required outside-class effort to PASS this course. (Students who excel will typically spend more time outside class.) Drawing homework, assigned at the end of each Thurs. session, will be due before class the following Tues. Use graphite pencil to sign each page in its lower right corner & to label with the identifying number or letter for exercise. (See calendar for these identifiers.) Leave on marked grading cart by office ART 366. (All smearable work handed in needs to be sprayed with fixative. Cover sheets also recommended to protect work.)

Do not get behind in class. I will, however, accept ONE LATE graded class- or homework assignment before the beginning of class Mar 21 & will accept ONE LATE graded EXERCISE from the 2nd half of term before beginning of class Apr 18.

The class wall calendar is provided for students, including absentees, to consult for assignments & upcoming supply requirements.

**Attendance/ Punctuality Policy**
This studio course requires you to be present for the entire class, so good, on-time attendance & participation is required to be receive passing grade in course. Arrive by 9:10 am, prepared with all your supplies, ready to work. Check the blackboard for instructions for how to set up for the day & sign roll by classroom calendar each session. (Absentees, consult calendar for upcoming supplies & homework assignment & arrive prepared next session.) If you have conflicts with class time slot, please drop course now.

**Course Fees  $35, included in tuition**
Used to purchase communal supplies for the classroom & to purchase various supplies to be given to students for special projects & for (draped) model costs, if any.

**Faculty & Student Responsibilities**
To provide the best climate for learning these new skills, students & professor will maintain a respectful, professional demeanor in class. Kindly turn off all cell phones & other electronic distractions when in class. You will have a break midway when you can use devices outside classroom. (Later in term, when we have longer drawing sessions, I will ok use of music players/ earbuds.)

Out of respect for other students and our custodians, clean up all litter, food & drinks etc as you exit each day. Use BLUE RECYCLE BINS for PAPER. (Plastic & aluminum bins are on the 1st floor elevator area & 3rd floor Architecture area.)
**Tentative Calendar** to begin course. (See classroom calendar for updates)

Jan 10  Intro to course. Supply list/ options discussed. Get locker ASAP
Jan 12  Arrive prepared with all (X'd) items on supply list
Jan 20  Recommended: Gallery Stroll 6 to 9 pm (3rd Fri. each month)
Jan 24  Bring 1 good example of your previous (18x24+) drawing efforts
Feb 2   Professor may check if students have all supplies required so far. Note we move to larger board & paper

*(Mar 12-19 SPRING BREAK. No additional homework assigned)*

Mar 21  One late graded exercise accepted up until beginning of class. Final set of supplies need to have been purchased & in kit
Apr 18  One late exercise accepted before class. Portfolio handout
Apr 20  Portfolio due. Appointments to review portfolio. No regular session.
Apr 25  (Mandatory) critique of last project. Hand project in at end
Apr 24-26 Appointments* to check portfolio
Apr 28  Graded portfolios available for pickup from marked table by studio

**Evaluation Methods & Criteria**

*Portfolios, arranged as instructed, will be due near end of term. Save all work, graded & ungraded pages, for this final portfolio review.*

Students will receive frequent, written feedback on weekly homework and on many of the graded classroom exercises. The final portfolio will contain approximately 16 graded exercises.

Before midterm, I will use a check/ check-plus/ plus system evaluating work, with a *check* indicating the assignment was fulfilled; *check-plus* indicating results were better than average for this group; a *plus* will acknowledges some unusually strong pre-midterm effort. These early grades, when students are being introduced to many new techniques and tools, are likely non-predictive of final grades in course. Midterm, I will move to a 0-10-point (=0-100%) grading scale, with 10 (100%) being a rare, end-of-semester score for a final project. Student’s final grade in course will be heavily weighted toward scores awarded the major
(more intellectually demanding & more time-consuming) projects of late March and April, the last part of semester. Many factors will contribute to your final grade. No 2 students are likely to have identical profiles. Assessing a student in April, I will consider the following in issuing a letter grade:

Has s/he attended sessions & fulfilled time requirements in class & homework exercises? Has student used the methods demonstrated, gradually improving throughout term? What is student's final level of rendering observed objects and knowledge of 2d design-of-the-page when evaluated against 2nd year studio major & Drawing minor peers: poor, fair, good, excellent? Has s/he begun to move beyond assignments to begin to produce less derivative, more independent work? Did s/he present works in the critiques, giving thoughtful responses to the work of peers? What was student's level of engagement with the out-of-class Required (and Recommended) Exhibits & other events?

**Grade Scale**

A range= Excellent, a rare grade. Consistently good participation/ attendance. Completed portfolio is superior, among strongest in group. Late-semester scores on large projects range approximately 93-100%.

B range= Good. Consistently good participation/ attendance. Completed portfolio shows both improvement & solid skills acquired this term. Late-semester scores on projects approximately 85-92%.

C range= Fair. Incomplete portfolio demonstrates erratic participation & performance, with late-semester average scores on projects handed in approximately 74%-84%. (Attendance likely an issue, lowering overall quality of work that was completed.)

D range= Poor. Incomplete portfolio points to spotty attendance/ participation, & mastery over basic material, with erratic scores, lackluster effort & output insufficient to fulfill Department major or minor requirement.

E range= Insufficient overall in term of participation/ attendance, effort, number of completed works in portfolio, etc. to receive any University credit.

*Minus and plus grades awarded the lower- or higher-performing student within a given letter grade range. Examples: one student might end semester with high B scores, but missing final critique & Required Exhibits could see her final grade lowered from B+ to B, for example. Her peer who also had high B scores who took risks throughout the term & ended with a very strong last 2 project, would be elevated to A- for final grade in course.*
Supply list to begin semester (to be discussed at length 1st session. University Bookstore and Blick/ Utrecht received this list in November, but no one vendor will stock every item.) Students need to purchase & supplies on list as directed to receive credit for exercises. Have this very specific list with you to avoid wasting money buying wrong items.

Have (X) with you in class Thurs 1/12:
(X) 1 or 2 fruits/ vegetables with interesting, complex contours
(X) your older 20 x 22 drawing board (or larger one*) w/ clips or tape.
(X) 8+ sheets/ day cheapest 18 x 24 white not news likely from 30+ sheets you have on hand. University Printing Services sells 25 sheets 19 x 25 @ $3.15. Your best deal
(X) Drafting tape or Art Tape (& optional, masking tape)
(X) Straightedge, 18" clear plastic is ideal
(X) Lock for a locker. See office ASAP with lock in hand
(X) Med. Charcoal pencil & Char-kole brand stick (or equivalent)
(X) 2 dark-color or black (not grey) Prismacolor or Spectracolor pencils (not greyer, smaller point Verithin or Kohinoor brand or other such colored pencils)
(X) Grease/ all-surface pencil, e.g.Stabilo, any dark color, not pull-down-thread type
(X) 2 Sharpie fine markers (Sharpie’s fine pt = medium pt other brands.) Any dark colors
(X) Conte (largish point) pencil (not stick) Sanguine is best. Sepia or other earth tone ok
(X) Closed carryall for supplies, eg tacklebox or large Tupperware type box
(X) Hard white eraser. Also have: office pencil for its small eraser

…….by Thurs Feb 2 you also need:
Larger drawing board (w/ clips or tape) c. 24 x 35-36+ in. to fit larger paper
40+ sheets, Larger white paper, approx. 23 x 35 in cheapest quality ok. University Printing Services sells 25 sheets @ $6.15. Your best deal
Thick, intense (not thin, grey) watercolor pencil eg Prismacolor brand, dark color (Cheapest brand) workable fixative (Use outdoors or in spray booth by 353)
Bamboo brush, medium or large (not small)
Soft old sock or rag for value work
Small (few oz.) Tupperware type tightly lidded container for few oz. ink I'll provide 2 other cans/tubs for water & 2 different twigs to use as pens w/ ink
Scissors that cut well.
Cheap 2" brush for communal gesso (which I'll provide out of fees)
Stamp pad, any darkish color (Optional: stamp. Most will make one from eraser)
Recommended: pencil lengthener (looks like a cigarette holder)
Recommended: Derwent Coloursoft pencil, indigo or any dark one
Recommended: Blick’s economical large pad-size cardboard portfolio or equivalent

.……... after Spring Break you need to have purchased:
Cheapest spray paint (half-can on hand might suffice) middle value or dark color
Basic Xacto knife #1 or equivalent (I provide #11Xacto blades)

(You are encouraged to supplement kit with any drawing supplies you already own.)
ADA Statement: The University of Utah seeks to provide equal access to its programs, services & activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disabilities Services, 162 Olpin Union Bldg., 581-5020 (V/TDD). CDS will work with you & instructor to make arrangements for accommodations. All information in this course can made available in alternative format with prior notification to the Center for Disability Services.

Wellness Statement
Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc, can interfere with a student's ability to succeed & thrive. For helpful resources, contact the Center for Student Wellness, 801 581-7776

Addressing Sexual Misconduct
Title IX makes it clear that 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, 135 Park Building, 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, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

NOTE: Any items on this syllabus may be amended by announcement in class & on classroom calendar.