

Basic Course Information

Semester:	Fall 2018	Instructor Name:	Linda Freitas
Course Title & #:	Art Drawing III & IV	Email:	freitaswesternart@yahoo.com
CRN #:	10464 & 11159	Webpage (optional):	
Classroom:	1306	Office #:	Mondays 4:15-5:15 P.M. and Wednesdays 5:00 – 6:00 P.M.
Class Dates:	August 13- December 8, 2018	Office Hours:	1306B
Class Days:	MW	Office Phone #:	(760)693-2015 (cell)
Class Times:	6:00 – 9:10 P.M.	Emergency Contact:	(760)353-3643 (home)
Units:	3		

Course Description

An exploration of personalized approaches to content and materials to address complex subject matter and concepts. Students will use a variety of drawing mediums, techniques, color, and methodologies at an advanced, and at times, a professional level. Students at this level will develop a portfolio suitable for application to a four-year university, art school, art gallery settings, or other professional artistic endeavors. Additional materials fee applies. (CSU,UC)

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

Prerequisites are completion of Art 122, for Drawing III students, and completion of Art 220 for Drawing IV students. Students must have completed the course(s) with a "C" or better.

Student Learning Outcomes

Upon completion of this course, the successful student acquired new skills, worked at, or near professional level of drawing, knowledge of correct terminology of art and design, and will demonstrate this by being able to: 1. Present a final portfolio including all original artwork completed during the semester. This portfolio should be suitable for applications stated above. (ILO2, ILO3, ILO4, ILO5) 2. Critique works of art either in written or oral form using proper terminology. (ISO2, ISLO3, ISLO4, ISLO5) 3. Create a substantial capstone project on theme of student's choice. (ILO2, ILO3, ILO4, ILO5)

Course Objectives

- 1. Explore formal skills, conceptual approaches, and the application of formal elements as applied to image making with a focus on the development of personal style and technique in an advanced level.*
- 2. Explore the traditional and contemporary approaches to the construction and presentation of*

drawings at an advanced level of engagement in relation to a personal style.

3. Practice critical evaluation and critique of class projects and artwork viewed in galleries and museums. Student shall use relevant terminology while talking about, or writing about these artworks.
4. Design, process, and produce an advanced portfolio of drawings suitable for submission in four year institutions, art galleries, etc. The portfolio should have examples of the student's diverse use of several different wet and dry mediums. Unique formats, personal concepts, techniques, form and content, of an advanced level should be shown.

Textbooks & Other Resources or Links

No textbook is required. The following are useful resources for drawing students of this level: Criticizing Art:

Understanding the Contemporary, by T. Barrett ISBN 978-0073379197 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 daily sketchbook/journal with notes and sketches. These will be checked bi-weekly, and will be considered part of your homework. Over the course, 200-300 gesture drawings will be expected, less, if the sketches are carried out more completely. Although this may seem daunting, but once you get in the habit of carrying your sketchbook around, you'll see how easy it is to get several gesture drawings in a day. Times you are waiting at the dentist's, doctor's offices, slack time between classes, between shifts at work, etc. can all be times filled with drawing experiences. The sketchbook is a tool artists use to give visual form to their ideas. Work concepts that are only kept "in your head," may quickly disappear if they're not captured in a sketch or series of sketches. Planning a work from a rough draft, to a finished piece of art or design, is an important learning goal. The beautiful pieces of art we enjoy seeing in museums, art galleries, homes and places of business, are well thought out, and planned. A portfolio of completed assignments will be reviewed mid-term and at the end of the course term. Keep all your class work, as your record of progress during the course, and because you do not know what works I will be asking for in your portfolios. Portfolio reviews will be done privately, and by appointment. Reading and writing: you will be required to visit a museum, or art gallery, and write about the experience. Include what was exhibited in detail, your personal response to the work and the show, in general, and a critique of one of the pieces of art. The essay should be 900-1,200 words in length. In addition, you must write a descriptive essay (600-900 words), on a contemporary artwork of your choice, 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. This student is self- and highly motivated to learn and excel. (90-100%)

B = Praiseworthy achievement, definitely above average, but may not exhibit the consistent quality of an A student. In order to earn 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)

Attendance

Since there will be numerous demonstrations and irreplaceable classroom experiences, regular attendance is highly beneficial to you, the student. If you do the majority of your work at home, you are only experiencing the triumphs, trials, and errors, of your own work. Here in class, you have the opportunity to glean from your fellow classmate's experiences as well. You very could be able to pick up a few pointers from them, and they no doubt, might learn a few more tricks of the trade from you. If you are going to miss class, or you have been absent, please email me @ freitaswesternart@yahoo.com, text or call me at (760)693-2015

- 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

- 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

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

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 August 13 & 15	Syllabus & Introduction Advanced work showing atmospheric, 2 or 3 point perspective drawing.	
Week 2 August 20 & 22	Continue working on above drawing.	Critique on perspective drawing on 8/22
Weeks 3 & 4 August 27 & 29 September 5	Begin researching and working on a project of historical perspective. This is totally by student's choice, subject matter, medium(s), etc. September 3 is Labor Day – Campus is closed	Historical perspective drawing critique 9/5
Weeks 5 & 6 Sept. 10 -19	Project using dramatic (chiaroscuro) or exaggerated contrast lighting.	Critique 9/19
Weeks 7 & 8 Sept. 24 – Oct. 3	Figure drawing exercises and one hour works. These will not be critiqued, but three of your best will be required for portfolio.	
Weeks 9 & 10 Oct. 8 -17	Life drawing work, at least 18”X24”	Critique on or about 10/17
Weeks 11 & 12 Oct. 22 - 31	Large landscape drawing that includes at least one figure, animal, human, mythological, or of artist's creation.	Critique on Oct. 31
Week 13 & 14 November 5 - 14	Work of artist's choice. Any drawing or mixed medium, and subject matter. Choice of one drawing, at least 36”X48,” or two drawings of 18”X24” size. This (these) drawing(s) will be your capstone project(s). Their craftsmanship should showcase you experience gained thus far. Project will be due 11/28.	Veteran's Day is November 12. Remember to thank a veteran, current service person, for their sacrifice on our behalf. If you're a vet, thank you!
Week of November 19 - 24	Thanksgiving week. Eat lots of turkey and pumpkin pie.	
Week 15 November 26 & 28	Continue working on capstone project(s), finish all incomplete work from the semester.	Final critique will be on 11/28
Week 16 Dec. 3 & 5	Final portfolio review appointments	

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