

### Basic Course Information

Semester:	<b>Spring 2019</b>	Instructor Name:	<b>Linda Freitas</b>
Course Title & #:	<b>Art 122</b>	Email:	<b>freitaswesternart@yahoo.com or linda.freitas@imperial.edu</b>
CRN #:	<b>20454</b>	Webpage (optional):	
Classroom:	<b>1306</b>	Office #:	<b>1306 B</b>
Class Dates:	<b>February 11-June 5</b>	Office Hours:	<b>MW 5:10-6:00P.M. and W 1:40-2:00 P.M.</b>
Class Days:	<b>MW</b>	Office Phone #:	<b>(760)693-2015 (cell)</b>
Class Times:	<b>2:00-5:10 P.M.</b>	Emergency Contact:	<b>Michael Freitas (760)353- 3643</b>
Units:	<b>3</b>		

### Course Description

Exploration of artistic concepts, styles, and creative expression related to intermediate level drawing. We will be focusing on complex subject matter and concepts using a variety of drawing mediums, techniques, and methodologies. Students in this course will build on fundamental drawing skills to develop personalized approaches to content and materials in exercises covering multiple historical and contemporary approaches to drawing. Additional material fees apply. (CSU, UC)

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

*Course prerequisite is completion of Art 120, with a "C" or better*

### Student Learning Outcomes

*Upon completion of this course, the successful student will have acquired new skills, knowledge, and/or attitudes as being able to: 1. Develop, create and present a portfolio of original drawings. Addressing contemporary art issues, in a coherent personal style. (ISOL1, ISLO2, ISLO3, ISLO5) 2. Critique works of art (ISLO1, ISLO2, ISLO3, ISLO4, ISLO5) 3. Write a descriptive essay on a contemporary artwork. (ISLO1, ISLO3, ISLO5)*

### Course Objectives

*Course Objectives 1. Produce drawings that creatively interpret and apply formal design elements in the production of images, in a wide range of mediums, formats, and surfaces. 2. Design and produce a portfolio of drawings that successfully demonstrates: \*Subjective and objective use of values. \*Experimentation with combinations of wet and dry mediums. \*Application and drawing techniques for numerous wet and dry media, primarily on paper. \*Non-traditional composition, format, surfaces and materials. \*Conceptually oriented approaches to drawing. 3. Construct and prepare appropriate supports and surfaces for multi-media drawing. 4. Evaluate and critique class projects using relevant terminology in oral and written forms. 5. Examine and describe historical and contemporary developments, trends, materials, and approaches to drawing. 6. Develop and express ideas and concepts through verbal and visual means*

## Textbooks & Other Resources or Links

*There are no required textbooks, but the following are recommended sources: Drawing A Contemporary Approach, by Bettei, C. and Sale, ISBN978-111343606, Drawing as Expression: Techniques and Concepts, by Sandy Brooke, ISBN 978-031950055, Art of Responsive Drawing, by Nathan Goldstein, ISBN 9780131945616*

## 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

Letter Grade Only A= Outstanding achievement in drawing skills, knowledge of course content, punctuality in completing assignments, ability to communicate visually and verbally with excellence. 90-100%

B= Praiseworthy achievement that is definitely above average. Student has the initiative to strive for excellence, possesses knowledge and skills that are developing well. 80-89% C= Average performance in course objectives. 70-79% D= Poor performance, lack of personal responsibility and initiative. 60-69% F= Failing, below 59% REMEMBER, THE LAST DAY TO DROP THIS COURSE WITH A "W" is MAY 11, 2019. Grades will be assessed on the following criteria: Class participation, attendance, and critiques: 20% Portfolio of drawings completed: 50% Sketch journal: 10% Written assignments and tests: 20%

## Attendance

- 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](mailto: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](mailto: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 February 11 & 13	Syllabus & Introduction into the mechanics of drawing. Texture studies.	

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 2 February 18 & 20	February 18, no school. President's Day. Exploration of formal skills, conceptual approaches, and the applications of elements as applied to an image making. A large range of media, formats and surfaces. Continue working on texture and value studies.	
Week 3 February 25 & 27	Continue to study and work on the above topics, value, texture and scale.	
Week 4 March 4 & 5	Drawing using multiples of single objects to show scale, perspective and depth of illusionary space.	
Week 5 March 11 & 13	Continue working on above project.	March 13 Critique on project using explorations of first three weeks of class, and single object drawing that shows scale, perspective.
Week 6 March 18 & 20	Develop personal, perceptual, and conceptual approaches to drawing. Impressionist study self-portrait, or distorted grid self-portrait. Must be at least 18'X24."	
Week 7 March 25 & 27	Continue on above project	March 27, critique
Week 8 April 1 & 3	Explore traditional and contemporary approaches to the construction and presentation of drawings. 2 point perspective drawing.	
Week 9 April 8 & 10	Continue working on 2 point perspective drawing above.	April 10 critique
Week 10 April 15 & 17	Begin work on large drawing, at least 2'X3.' Subject matter, medium, of student's choice. Students may construct an installation still life with classmates, and then draw from their set design.	
April 22-26	Easter week/spring break.	
Week 11 April 29 & May 1	Continue working on large drawing.	
Week 12 May 6 & 8	Explore historical and contemporary developments, trends, materials and approaches, to drawing. Begin planning and creating a work of historical or contemporary perspective.	
May 11	Last day to drop class with a 'W'	
Week 13 May 13 & 15	Continue working on above project.	

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 14 May 20& 22	May 20, continue working on above project. After critique on May 22, begin planning for capstone project. Work must be 18”X24,” subject matter, style, medium, will be of student’s choice.	May 22 critique
Week 15 May 27 & 29	May 27, no school, Memorial Day May 27 work on capstone project, critique at 3:30 P.M.	May 27 final critique
Week 16 June 3 & 5	Final portfolio review appointments. ABSOLUTELY NO WORK WILL BE ACCEPTED AFTER 9:00 P.M. ON JUNE 5	

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