

McLennan C O M M U N I T Y C O L L E G E

WACO, TEXAS

COURSE SYLLABUS AND INSTRUCTOR PLAN

DRAWING I

ARTS 1316_02

CHAD HINES

NOTE: This is a 16-week course.

COVID 19 Notice:

McLennan Community College is committed to providing you with every resource you need to reach your academic goals including your safety. We will continue to monitor the evolving situation with COVID 19 and adjust our safety guidelines to make sure we offer a safe environment for you and our faculty. Please make sure to consult your faculty and the MCC website at <https://www.mclennan.edu/crisis-management/coronavirus-updates/index.html> on any changes to these guidelines.

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Course Description:

A foundation studio course exploring drawing with emphasis on: descriptive, expressive and conceptual approaches. Students will learn to see and interpret a variety of subjects while using diverse materials and techniques. Course work will facilitate a dialogue in which students engage in critical analysis and begin to develop their understanding of drawing as a discipline. Semester Hours: 3 (6 lecture / studio plus 4 hours minimum outside of class).

Prerequisites and/or Corequisites:

NONE

Course Notes and Instructor Recommendations:

Student attendance and participation in class through face-to-face (F2F) and online methods is imperative. Art supplies are not included and are mandatory.

Instructor Information:

Professor's Name: Chad Hines

MCC E-mail: chines@mclennan.edu

Office Phone Number: 254-299-8781

Office Location: CSC-F 123 or 108 (no phone in 108)

Office/Teacher Conference Hours: By Appointment

Required Text:

NONE

Materials:

1. Drawing Pad* 18" x 24" (80 lb. paper) [*may need two pads depending on usage]
2. Charcoal: Vine or Willow, Compressed- Pencil and Stick Form (Soft or Extra Soft)
3. Pencils: Ebony pencil, (or 4B, 6B), #2 Pencil
4. Erasers: Pink Pearl and Kneaded (also: click erasers)
5. Portfolio
6. Box for supplies
7. Small hand-held pencil sharpener
8. Workable Fixative
9. T-Square (24 inches)
10. Drawing Board (23 ½" x 26")
11. *White charcoal pencil
12. *Small Sketchbook (25-50 pages)

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*optional materials

Other Supplies that may be required:

- Piece of white, gray, tan or black matboard (may be needed at end of semester)
- 22" x 28" Frame (may be needed at end of semester)

MCC Bookstore Website: <http://www.mclennan.edu/bookstore/>

Methods of Teaching and Learning:

- Classroom Lectures, Demonstrations and Discussions
- Reading Assignments
- Quizzes and Exams (related to reading assignments, studio processes and terminology)
- Studio Practice and Discussions (both in-class and online)
- Films and Videos (Khan Academy, ART21, YouTube, Instructor video demos)
- Stop Motion App
- Zoom

Course Objectives and/or Competencies:

General Educational Objectives

Upon successful completion of this course, Drawing I, the student will be able to:

- A. Describe visual subjects through the use of accurate and sensitive observation.
- B. Generate drawings which develop descriptive, expressive and conceptual approaches.
- C. Utilize varied materials and techniques with informed aesthetic and conceptual strategies.
- D. Demonstrate an appropriate level of professional practice, including safety, craft and presentation.
- E. To demonstrate an awareness and appreciation of the scope and variety of works in the arts and humanities.
- F. Analyze and critique drawings, individually or in a group, through verbal and/or written response.
- G. Relate drawing to design, art history and contemporary artistic production.
- H. To be able to process information in new and creative ways.
- I. To develop an appreciation for the aesthetic principles in the humanities and arts.
- J. To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.
- K. To understand artworks as expressions of individuals and civilizations in a historical context.
- L. To respond critically to works in the arts and humanities individually or in a

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- group.
- M. To engage in the creative process and comprehend the physical and intellectual demands required of the artist.
- N. To be able to articulate an informed personal reaction to works in the arts and humanities.

Specific Course Objectives

- A. The students will demonstrate effective communication, critical thinking, and teamwork skills in their drawings.
- B. Students will demonstrate an understanding of the relationship of the Visual Arts and Social Responsibility in drawing.
- C. Students will work with a variety of drawing mediums.
- D. Students will gain a familiarity with drawing terminology.
- E. Students will be able to apply the Principles of Design to their drawings.
- F. Students will apply a variety of techniques in drawing.
- G. Students will apply a variety of accurate, expressive and conceptual approaches in drawing.
- H. Students will solve visual problems and create dynamic compositions.
- I. Students will discuss their work for grading in a professional manner in critiques and/or written form.
- J. Students will present work for grading in a professional manner.
- K. Students will maintain a professional and respectful attitude.
- L. Students will maintain classroom facilities and share supplies.
- M. Students will develop good interpersonal skills with other students and faculty.
- N. The student will demonstrate the willingness to challenge traditional thinking and create works that challenge established norms and rules.
- O. The students will explore topics dealing with the history of drawing.
- P. The student will gain an overall appreciation of drawing as an expressive medium.

Course Outline or Schedule:

Note: The schedule is subject to change and you will be notified about changes through one or all of the following methods: announcement in class, email, or Brightspace. This course will be administered by alternating face-to-face and online instruction on a weekly basis. The class will meet face-to-face one time per week. Online participation will be required on a weekly basis.

Introduction to Course: In-Class and Online Instruction (Week 1 – 2)

Week 1: Course overview, materials, pre-instruction assessments, discussions

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Week 2: Brightspace orientation, class meeting online, start: Line

Unit One: Line (Week 2 – 5)

Week 2: Begin Unit One: Line

Week 3: In-class demonstration / Assignment

Week 4: Working in class and at home, online assignments required

Week 5: In-class critique, in-class demonstration, assignment

Learning Outcomes: Upon successful completion of this unit, the student will be able to demonstrate in drawing:

- a) Use line objectively to describe forms and record visual observations
- b) Use line subjectively to suggest, evoke, and imply an endless variety of experiences, conceptions, and intuitions.
- c) Demonstrate sensitivity and skill using contour drawings to master an exact and almost unconscious correspondence between the movements of the eyes as it traces the precise indentions and undulations of an edge.
- d) Demonstrate that by introducing variations in thickness and weight of contour line the student can make line appear to advance or recede in space contributing a suggestion of three-dimensionality to drawn forms.
- e) Show the lost and found edges which can result in the disappearance of the separating contour line when a strong light falls on a smooth, unbroken surface; overlapping forms of the same of similar value; the turning away of a form.
- f) Employ rapid movement and frequent directional changes of gesture drawing which produces variations in pressure, line width, and degree of darkness that automatically produce accents plus a feeling of volume.
- g) Demonstrate through the use of one and two point perspective the correct placement forms in space and the degree to which such forms appear to diminish in size at a given distance.
- h) Use critique to evaluate and recommend modifications when needed.

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Learning Methods and Objectives:

- a. Introduction to Line: Lectures, Demonstrations, and Student Studies
 - i. Sighting and Measuring
 - ii. Horizontal and Vertical Alignment
 - iii. Angle Determination
 - iv. Gestural Approach
 - v. Concept of Line Weight and Gravity
 - vi. Contour Line Still Life Studies
 - vii. Contour Line Homework Assignments (Grid Method)

Unit Two: Linear Perspective (Week 6 – 10)

Week 6: Working in class and at home, online assignments required

Week 7: In-class demonstration / Assignment

Week 8: Working in class and at home, online assignments required

Week 9: In-class critique, in-class demonstration, assignment

Week 10: Working in class and at home, online assignments required

Learning Outcomes: Students will demonstrate in a series of drawings utilizing linear perspective techniques which create a Renaissance-originated, sense of space on a two-dimensional picture plane.

Learning Methods and Objectives:

- a. Introduction to Linear Perspective: Lecture, Demonstrations, and Student Studies
 - i. One point perspective
 - ii. Two point perspective
 - iii. Three point perspective
 - iv. Foreshortening
- b. Perspective Study: Lecture / Slide Presentation, Demonstration, and Student Studies
 - i. One Point Boxes and Cylinders
 - ii. Two Point Boxes and Two Point Stacked Boxes
 - iii. Three Point
- c. Perspective Drawings: Lecture / Slide Presentation, Demonstration, and Student Studies

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- i. One or Two Point (drawing from direct observation)
- ii. Homework Drawing – One or Two Point Drawing of your choice

Unit Three: Value Study (Week 11 – 16)

Week 11: In-class demonstration / Assignment

Week 12: Working at home, online assignments required

Week 13: In-class critique, in-class demonstration, assignment

Week 14: Working at home, online assignments required

Week 15: In-class critique, in-class demonstration, assignment

Week 16: Working in class and at home, online assignments required

Learning Outcomes: students will:

- a) Demonstrate how 3-D form becomes apparent through the play of light and shadow, represented by shading.
- b) Illustrate that the degree of value contrast determines the placement and relationships of form in space; forms can be made to advance or recede through the degree of value contrast employed.
- c) Show that value provides a fundamental element for creating pattern, for modeling, and describing surface texture.
- d) Illustrate that value assumes a dominant role in determining the expressive mood of drawing.
- e) Demonstrate an understanding that value seen as texture demands 3-D rendering of different surface characteristics to create a representational drawing (tromp l'oeil).
- f) Use critique to evaluate and recommend modifications when needed.

Learning Methods and Objectives:

- a. Value Lecture, Value Demonstration, and Student Value Studies
 - i. Full Range of Value
 - ii. Low, High and Middle Key
 - iii. Categories of Light in relation to form
 - iv. Toning the Paper or Setting a Ground
 - v. Stippling, Hatching and Cross-Hatching

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- b. Image Quality and Composition Lecture, Demonstration, and Student In-Class Still Life Drawings
 - i. Geometric and Organic Forms
 - ii. Drapery
- c. Slide Presentation / Lecture, Grid Method Demonstration (for Value), Student Homework Assignments
 - i. Grid Method (Full Range of Value Drawings)
 - ii. Stippling, Hatching and/or Cross-Hatching

Course Grading Information:

Each student's final grade is based on the following:

- **Drawings: Homework, In-Class Drawings, and Critiques: 60%**
- **Online Discussions: 20%**
- **Weekly Quizzes: 20%**

Grading Scale:

A: 90 – 100
B: 80 – 89
C: 70 – 79
D: 60 – 69
F: 59 and below

Weekly Quizzes : 20 %

There will be a quiz each week and no grades will be dropped.

Discussion Board Questions—20%

There will be **EIGHT** Discussion board questions.

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Discussion #1 and #8 will be span only one week. These require **ONE post each**.

Discussion #2, #3, #4, #5, #6, span two weeks. Discussion # 7 spans three weeks. These require **THREE posts on THREE different days** during the two or three week period. That is three days during a fourteen day period that you need to post.

Your initial reply to the discussion prompt must be made before the end of the first week in the discussion period. To make your initial post in response to the discussion prompt click the Reply button below. Your post should be about a paragraph long (or 5-10 sentences). Discussion board posts should always be written at college level which means using college vocabulary, proper grammar with correct capitalization and punctuation. Avoid using "text speak", acronyms (like ROFL) or emotions. Reply to at least two classmates posts with thoughtful and considerate posts. Your replies should be a couple sentences to a paragraph long. Your reply posts should be made before the end of the second week in the discussion period.

Discussion Forum Grade Weighting

A maximum of 100 participation points can be earned per each discussion forum. How points are earned is detailed in the table below.

	Quantitative points	Qualitative points
3 or more posts made (100 points possible)	70	30
1 post made	30	10

Discussion forum participation points are earned in two ways.

1. **3 posts or more on 3 different days** earn quantitative points (70 points).
2. How well you post [i.e. familiarity with the course material and your classmates posts] earns qualitative points (30 points).

In order to earn the maximum of 100 points per discussion you need to make at least **3 substantive** posts, on **3 different** days that improve the discussion for everyone. It is possible for a post to earn quantitative points but not earn any qualitative points. If a post is particularly weak it may actually not even earn the quantitative points. An example of a post which is so poor that it doesn't earn quantitative points would be, "I totally agree with you Sally!" -or- "Thank you for posting that John!" As the discussion occurs it will become obvious what a poor, average, and good post is. If you have questions please ask via e-mail.

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Other scenarios about posting:

- If you make 3 or more posts on the same day, that is equivalent to only one post. So, you will only be able to receive a maximum of 40 points.
- If you make 2 posts on 2 different days, it still does not meet the minimum posting requirement. Therefore, you will not receive more than 65 points.

The more quality posts you make will only help your grade. So, please feel free to make more posts than the minimum requirement.

There will be a **total of eight** discussion board questions. Six of the questions will required three or more posts. The only exception to this structure is that the first and last discussions will require only one post.

Discussion board questions will close after the due date. Part of this grade is class participation, therefore you will not be able to make up a discussion board question if you miss the due date. Once the discussion is closed, you will be unable to actively participate in a discussion. If you do not actively participate in the discussion when it is open to the class, you will be graded accordingly. Please pay attention to the time constraints of the discussion forums as no discussion board grades will be dropped.

ALL OF THE ABOVE INFORMATION IS SUBJECT TO CHANGE.

Late Work, Attendance, and Make Up Work Policies:

If a large number of absences accrue (both F2F and online), it is up to you to contact me or talk to me one-on-one if you are concerned about your final grade. Time missed through F2F and online presence will start to add up and will be documented. Large amounts of time missed will start to impact your final grade. If needed, you will be contacted about your lack of participation and/or attendance in the course through Brightspace and MCC email.

MCC has provided instructors with online attendance registers and will be monitoring your participation in the online aspects of the course. If you miss 20% of the course, you will receive a notification about your progress. It is up to you to manage your time wisely and if needed drop the course in a timely matter. It is the responsibility of the student, not the instructor, to drop a class. Students who stop participating in the class (F2F and online) and do not drop will receive an F in the class.

Student Behavioral Expectations or Conduct Policy:

Students are expected to maintain classroom and online decorum that includes respect for other students and the instructor, prompt and regular attendance and participation in online

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assignments, and an attitude that seeks to take full advantage of the education opportunity. For additional information on student conduct, please reference to the General Conduct Policy in the Highlander Guide.

[Click Here for the MCC Attendance/Absences Policy](https://www.mclennan.edu/highlander-guide/policies.html)

(<https://www.mclennan.edu/highlander-guide/policies.html>)

Click on the link above for the college policies on attendance and absences. Your instructor may have additional guidelines specific to this course.

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C O M M U N I T Y

COLLEGE

ACADEMIC RESOURCES/POLICIES

Accommodations/ADA Statement:

Any student who is a qualified individual with a disability may request reasonable accommodations to assist with providing equal access to educational opportunities. Students should contact the Accommodations Coordinator as soon as possible to provide documentation and make necessary arrangements. Once that process is completed, appropriate verification will be provided to the student and instructor. Please note that instructors are not required to provide classroom accommodations to students until appropriate verification has been provided by the Accommodations Coordinator. For additional information, please visit www.mclennan.edu/disability.

Students with questions or who require assistance with disabilities involving physical, classroom, or testing accommodations should contact:

disabilities@mclennan.edu

254-299-8122

Room 319, Student Services Center

Title IX:

We care about your safety, and value an environment where students and instructors can successfully teach and learn together. If you or someone you know experiences unwelcomed behavior, we are here to help. Individuals who would like to report an incident of sexual misconduct are encouraged to immediately contact the Title IX Coordinator at titleix@mclennan.edu or by calling Dr. Drew Canham (Chief of Staff for Diversity, Equity & Inclusion/Title IX) at (254) 299-8645. Individuals also may contact the MCC Police Department at 299-8911 or the MCC Student Counseling Center at MCC at (254) 299-8210. The MCC Student Counseling Center is a confidential resource for students. Any student or employee may report sexual harassment anonymously by visiting <http://www.lighthouse-services.com/mclennan/>.

Go to McLennan's Title IX webpage at www.mclennan.edu/titleix/. It contains more information about definitions, reporting, confidentiality, resources, and what to do if you or someone you know is a victim of sexual misconduct, gender-based violence or the crimes of rape, acquaintance rape, sexual assault, sexual harassment, stalking, dating violence, or domestic violence.

Student Support/Resources:

MCC provides a variety of services to support student success in the classroom and in your academic pursuits to include counseling, tutors, technology help desk, advising, financial aid, etc. A listing of these and the many other services available to our students is available at <http://www.mclennan.edu/campus-resource-guide/>

College personnel recognize that food, housing, and transportation are essential for student success. If you are having trouble securing these resources or want to explore strategies for balancing life and school, we encourage you to contact a Success Coach by calling (254) 299-8226 or emailing SuccessCoach@mclennan.edu. Students may visit the Completion Center Monday-Friday from 8 a.m.-5 p.m. to schedule a meeting with a Success Coach and receive additional resources and support to help reach academic and personal goals. Paulanne's Pantry (MCC's food pantry) provides free food by appointment to students, faculty and staff based on household size. Text (254) 870-7573 to schedule a pantry appointment. The Completion Center and pantry are located on the Second Floor of the Student Services Center (SSC).

MCC Foundation Emergency Grant Fund:

Unanticipated expenses, such as car repairs, medical bills, housing, or job loss can affect us all. Should an unexpected expense arise, the MCC Foundation has an emergency grant fund that may be able to assist you. Please go to <https://www.mclennan.edu/foundation/scholarships-and-resources/emergencygrant.html> to find out more about the emergency grant. The application can be found at https://www.mclennan.edu/foundation/docs/Emergency_Grant_Application.pdf.

MCC Academic Integrity Statement:

Go to www.mclennan.edu/academic-integrity for information about academic integrity, dishonesty, and cheating.

Minimum System Requirements to Utilize MCC's D2L|Brightspace:

Go to <https://www.mclennan.edu/center-for-teaching-and-learning/Faculty-and-Staff-Commons/requirements.html> for information on the minimum system requirements needed to reliably access your courses in MCC's D2L|Brightspace learning management system.

Minimum Technical Skills:

Students should have basic computer skills, knowledge of word processing software, and a basic understanding of how to use search engines and common web browsers.

Backup Plan for Technology:

In the event MCC's technology systems are down, you will be notified via your MCC student email address. Please note that all assignments and activities will be due on the date specified in the Instructor Plan, unless otherwise noted by the instructor.

Email Policy:

McLennan Community College would like to remind you of the policy (<http://www.mclennan.edu/employees/policy-manual/docs/E-XXXI-B.pdf>) regarding college email. All students, faculty, and staff are encouraged to use their McLennan email addresses when conducting college business.

A student's McLennan email address is the preferred email address that college employees should use for official college information or business. Students are expected to read and, if needed, respond in a timely manner to college emails.

Instructional Uses of Email:

Faculty members can determine classroom use of email or electronic communications. Faculty should expect and encourage students to check the college email on a regular basis. Faculty should inform students in the course syllabus if another communication method is to be used and of any special or unusual expectations for electronic communications.

If a faculty member prefers not to communicate by email with their students, it should be reflected in the course syllabus and information should be provided for the preferred form of communication.

Email on Mobile Devices:

The College recommends that you set up your mobile device to receive McLennan emails. If you need assistance with set-up, you may email Helpdesk@mclennan.edu for help.

Forwarding Emails:

You may forward emails that come to your McLennan address to alternate email addresses; however, the College will not be held responsible for emails forwarded to an alternate address that may be lost or placed in junk or spam filters.

Disclaimer:

The resources and policies listed above are merely for informational purposes and are subject to change without notice or obligation. The College reserves the right to change policies and other requirements in compliance with State and Federal laws. The provisions of this document do not constitute a contract.