**North Lake College**  
5001 N. MacArthur Blvd., Irving, Texas 75038-3899  
Dallas County Community College District

**VISUAL and PERFORMING ARTS DIVISION (VParts)**  
Office Hours: 8:00 a.m. – 6:00 p.m. Mon-Thu,  
8:00 a.m. - 4:30 p.m. Fri  
Location: L129, Telephone: 972-273-3560

**STUDIOS FOR THE ARTS**  
Office Hours: 10:00 a.m. - 6:00 p.m. Mon-Thu,  
8:30 a.m. - 4:30 p.m. Fri  
Location: L129, Telephone: 972-273-3562

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**SPRING 2019**

**Course Syllabus**

<table>
<thead>
<tr>
<th>Course title:</th>
<th>Drawing 3 ARTS 2323 71005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course number:</td>
<td>ARTS 2323</td>
</tr>
<tr>
<td>Section number:</td>
<td>71005</td>
</tr>
<tr>
<td>Credit hours:</td>
<td>3</td>
</tr>
<tr>
<td><strong>Class meeting time:</strong></td>
<td>F 10:00AM – 3:30PM</td>
</tr>
</tbody>
</table>

**Course description:**  
This course covers the analytic and expressive drawing of the human figure. Movement and volume are stressed.

**Course prerequisites:**  
Arts 1317.

**Instructor Information**

Merry Fuhrer    mfuhrer@dcccd.edu (Best method of communication)  
Office: none    Hours: TBA

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This course syllabus is intended as a set of guidelines for this course. **Both North Lake College and your instructor reserve the right to make modifications in content, schedule, and requirements as necessary to promote the best education possible within prevailing conditions affecting this course.**

You will need to purchase or borrow an **artist anatomy book** that illustrates both the skeletal and muscular systems of the human body. Most libraries have copies as do the used bookstores.  
(Note: A medical anatomy book is not the same. It will not be as helpful.)

**Required Materials**  
See Appendix C for Supply List.
## Course Objectives

To make students more visually aware.
To increase the student’s ability to draw, analyze, abstract, and create with the human form.
To expose students to a wide variety of drawing materials and techniques.
To help students to learn to think creatively.
To help students use the principles and elements of good design in all of their art work.
To cause the students to critically analyze their own work as well as the work of others.

<table>
<thead>
<tr>
<th>Specific Course Learning Outcomes</th>
<th>Means of Assessment</th>
<th>EEOs, CCICs, and Gen Ed SLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Projects:</strong> Execution of studio assignments in which technical skills, media elements, and formal (elements and principles, composition) essentials are the focus.</td>
<td>Completion of assignment Group and individual critiques of assigned visual projects based on these criteria: Following assignment instructions; Technique / Skills / Use of Media; Craftsmanship; Formal design qualities; Creativity</td>
<td>EEO 2.4 CCIC 2.3 GenEd 1.3 3.2 6.1 6.2</td>
</tr>
<tr>
<td><strong>Critiques:</strong> Participation in group and individual critiques of student drawings. There will be an individual <strong>Midterm Critique</strong> in addition to a class <strong>Final Critique</strong> at semester’s end.</td>
<td>Completion of assignment by participating in experience</td>
<td>EEO 1.2.3.4 CCIC 1.2.3 Gen Ed 1.2, 1.3, 2.1, 4.1, 6.1</td>
</tr>
<tr>
<td><strong>Sketchbook Assignments:</strong> Sketchbook assignments will be given weekly. Each assignment should be done from real life, not photos, unless otherwise specified. This will be assigned at the end of class each Friday and is due at the beginning of class the following Friday.</td>
<td>Completion of assignment</td>
<td>EEO 2 CCIC 3 GenEd 1.3 3.2 6.1 6.2</td>
</tr>
<tr>
<td><strong>Oral Presentation:</strong> Students will give a brief oral report, with appropriate visuals, about the figural work of an artist. Each student will be assigned an artist and presentation date early in the semester.</td>
<td>Written assessment of presentation (see Appendix B)</td>
<td>EEO 3.4 CCIC 1,2,3 GenEd 1.2,2.1,3.1,3.2</td>
</tr>
<tr>
<td><strong>Matting:</strong> Students are required to properly mat 2 of your best in-class drawings for the Final Critique.</td>
<td>Completion of assignment</td>
<td>EEO 2 CCIC 3 GenEd 3.2 6.2</td>
</tr>
</tbody>
</table>
Means of Assessment of Course Learning Outcomes
- Group and individual critiques of assigned visual projects (following assignment instructions, use of materials and techniques, craftsmanship, presentation, formal design qualities, creativity)
- Observation of students as they interact in peer critiques, discussions, and studio involvement
- Evaluation of student portfolios (following assignment instructions, use of materials and techniques, craftsmanship, presentation, formal design qualities, creativity)
- Completion of individual assignments/projects, including homework.

Sketchbook / Outside Homework Assignments
Sketchbook and other outside assignments will be given toward the end of each Friday class and are due at the beginning of the following Friday meeting. Work that is missed due to an unexcused absence or tardy is the student’s responsibility. Email me or contact another student to get the assignment. No late work will be accepted unless you have pre-arranged it with me.

Take good care of your drawings. Please don’t roll them up or, worse yet, fold them like origami. Buy or make a flat portfolio and use it.

For the Midterm Critique and Final Critique, each drawing should be cropped, cleaned up, no ragged edges or folds, etc. Presentation makes a difference in your grade and in life in general. Please date all your drawings (in a corner or on the back).

Tentative Calendar (subject to change ….)

<table>
<thead>
<tr>
<th>WK</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Intro, Gesture, Contour Line</td>
</tr>
<tr>
<td>2</td>
<td>Line + Gesture, Visual Measurement, Blocking in</td>
</tr>
<tr>
<td>3</td>
<td>Anatomy – Skeleton (Line)</td>
</tr>
<tr>
<td>4</td>
<td>Anatomy – Muscles (Tone)</td>
</tr>
<tr>
<td>5</td>
<td>Foreshortening</td>
</tr>
<tr>
<td>6</td>
<td>no class</td>
</tr>
<tr>
<td>7</td>
<td>Hands and Feet</td>
</tr>
<tr>
<td>8</td>
<td>Spring Break (no class)</td>
</tr>
<tr>
<td>9</td>
<td>Heads / Portraits</td>
</tr>
<tr>
<td>10</td>
<td>2 Models</td>
</tr>
<tr>
<td>11</td>
<td>Ink</td>
</tr>
<tr>
<td>12</td>
<td>2 Models -- Color</td>
</tr>
<tr>
<td>13</td>
<td>Holiday (no class)</td>
</tr>
<tr>
<td>14</td>
<td>2 Models – Clothing / Costumes</td>
</tr>
<tr>
<td>15</td>
<td>Mats and Model</td>
</tr>
<tr>
<td>16</td>
<td>Final Critique</td>
</tr>
</tbody>
</table>
Grading Scale

A = Successfully completed the assignment
B = Completed the assignment, but lacking in several areas such as composition or technique
C = Assignment completed but very weak
D = Assignment incomplete
F = Missing in action

Grade Calculation

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Homework</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm Critique</td>
<td>20%</td>
</tr>
<tr>
<td>Final Critique</td>
<td>50%</td>
</tr>
</tbody>
</table>

Attendance Policy

Role will be taken at the beginning of each class. **Students are expected to arrive on time** and stay for the entire class. Good attendance is required for satisfactorily completing the class work and passing the class. **There are no excused absences except for those officially excused for college-sanctioned activities.**

Leaving early without prior permission will count as an absence. Three tardies = one absence. Your grade will drop 10% (one grade level) for the **third unexcused absence and 10% more for every subsequent unexcused absence.** Students are still responsible for all in-class and out-of-class assignments regardless of the reason for the absence.

Discipline/ Course/ Department/Policies

**Expectations:** Much of class time will be dedicated to the execution of the assigned projects. It is essential that you **attend class on time and fully.** It is during studio time that you will be able to receive assistance from the instructor, that the instructor is able to see your growth, and that you can interact with other visual artists. However, you may find it necessary to work outside of class to finish work on time. It is imperative that you come to class prepared to work. This means **keeping up with the required assignments and having supplies ready for class.** After each project or group of projects, we will have a group critique (discussion) about the class work. This is your opportunity to express opinions and views. Your participation in these critiques is expected.

**Music:** If you prefer to listen to music during class, bring your own personal listening device with earphones.
Breaks: Except when the structure of the class necessitates structured breaks, students are free to take short breaks as appropriate.

Mobile phones: Please take all phone calls outside the studio.

Continuing Education Students: Requirements and expectations are the same for Continuing Education students as for Credit students.

WEOTA is our NLC art club. All students enrolled in art classes and those others who are interested in art are considered members. Meetings are held during the fall and spring semesters.

Annual Portfolio Review is held at the end of the fall semester for those art students who wish to have their work rated by the faculty and juried for competitions and scholarships. Work is returned at the beginning of spring semester.

Annual Student Spring Exhibition is held at the end of the spring semester. All art students are eligible to enter their work. An outside juror makes award selections.

Studio Clean Up: Students are expected to clean up after themselves at the end of each class. Easels should be wiped down to remove charcoal, pastel, or paint; and the easels should be returned to a circular configuration in the room without blocking sinks or storage areas. Painting students should wipe up any paint from the sinks.

Note: Always spray Workable Fixative outside … never in the classroom.

INSTITUTIONAL POLICIES
NORTH LAKE CAMPUS POLICIES

Institutional Policies relating to this course may be accessed from the following link:

www.northlakecollege.edu/syllabipolicies
### Learning Activities, Outcomes, and Assessment

#### Activity Number 1.

<table>
<thead>
<tr>
<th>Learning Activity:</th>
<th>Learning Outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will mat one of the assignments, using the NLC acceptable materials and process.</td>
<td>80% of students will demonstrate knowledge of professional methods and standards of presentation of artwork (for example: matting or framing as appropriate)</td>
</tr>
</tbody>
</table>

#### Assessment:

**Rubric**

<table>
<thead>
<tr>
<th>Presentation (Matting/Framing)*</th>
<th>Exceeds Expectations (90-100%)</th>
<th>Meets Expectations (80%-89%)</th>
<th>Needs Improvement (70-79%)</th>
<th>Below Expectations (69% and below)</th>
<th>Lack of Participatory Effort (0%)</th>
</tr>
</thead>
</table>

* North Lake Matting Standards

a. Neutral mats – preferably white or off-white
b. At least a 3 inch border
c. Top and sides the same width; bottom can be wider
d. T-hinged to backing
e. Art attached to backing with sticky-side-up-sticky-side-down method of taping
f. Backing board should be corrugated cardboard or foam core if it is going to be shrink-wrapped.
g. Backing board should be the same size as the mat board.
h. NO MASKING OR BLUE TAPE anywhere on or within the mats. Use packing tape or linen tape.
i. Bevel or straight cuts are equally suitable
j. For the Spring Show: Shrink wrap is preferred to acetate.

Shrink wrap: Make sure the wrap in unfolded. ALL edges must be taped down. If the wrap does not completely surround the piece, it will curl. The backing must be stiff. If the piece is very large, two pieces of backing board need to be used to keep it from bending.

**EEO’s, CCIC’s, and Gen Ed SLO’s:**  
**EEO 2 CCIC 2 Gen Ed SLO 3.2 6.2**
### Activity Number 2.

<table>
<thead>
<tr>
<th>Learning Activity:</th>
<th>Learning Outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will demonstrate a wide range of value in art work. This will be viewed during the 4 required class critiques.</td>
<td>80% of students will demonstrate the use of strong range of value in art work</td>
</tr>
</tbody>
</table>

#### Assessment:

<table>
<thead>
<tr>
<th>Range of Value</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Needs Improvement</th>
<th>Below Expectations</th>
<th>Lack of Participatory Effort</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>90-100%</td>
<td>80%-89%</td>
<td>70-79%</td>
<td>69% and below</td>
<td>0%</td>
</tr>
</tbody>
</table>

EEO’s, CCIC’s, and Gen Ed SLO’s:

- **EEO 1.2.3.4**
- **CCIC 2**
- **Gen Ed SLO 3.2**

### Activity Number 3.

<table>
<thead>
<tr>
<th>Learning Activity:</th>
<th>Learning Outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will participate in the critique of artwork completed in class.</td>
<td>80% of students will participate in the critique process of artwork (description, analysis, interpretation, judgment) at the &quot;meets expectations&quot; level as evaluated by the department rubric.</td>
</tr>
</tbody>
</table>

#### Assessment: Rubric

<table>
<thead>
<tr>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Needs Improvement</th>
<th>Below Expectations</th>
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<tbody>
<tr>
<td>90-100%</td>
<td>80%-89%</td>
<td>70-79%</td>
<td>69% and below</td>
</tr>
</tbody>
</table>

EEO’s and CCIC’s:

- **EEO 1, 4, 5, 8**
- **CCIC 3, 4, 5**
- **Gen Ed 1.2, 1.3, 2.1, 4.1, 6.1**
Appendix A

EXEMPLARY EDUCATIONAL OBJECTIVES (EEO) in VISUAL STUDIO ART:

This course addresses the following exemplary educational objectives:

1. To respond critically to works in the arts and humanities.

2. To engage in the creative process or interpretive performance and comprehend the physical and intellectual demands required of the author or visual or performing artist.

3. To articulate an informed personal reaction to works in the arts and humanities.

4. To develop an appreciation for the aesthetic principles that guide or govern the humanities and arts.

CORE CURRICULUM INTELLECTUAL COMPETENCIES

The CCIC’s identified by the DCCCD which are reinforced by ARTS 1311 are as follows:

1. SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent and persuasive language appropriate to purpose, occasion and audience.

2. LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

3. CRITICAL THINKING: Critical thinking embraces methods of applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies.
GEN ED OUTCOMES

1: Communication Skills

1. Writing: Process and produce effective written/communication adapted to audience, purpose, and time constraints.
2. Speaking: Produce effective oral communication adapted to audience, purpose, and time constraints.
3. Listening: Comprehend and analyze oral information.

2: Critical Thinking Skills

1. Accurately summarize and evaluate information for elements such as facts, opinions, inferences, presumptions, bias, viewpoints, and arguments presented orally or in writing.
2. Solve problems by construction, testing, and defending well-reasoned conclusions by applying relevant criteria.

3: Information Literacy and Technological Competency

1. Effectively access, evaluate, synthesize and communicate information using a variety of sources, including print and electronic.
2. Select and use appropriate technology.

4: Ethical and Civic Values

1. Display integrity, honesty, and fairness.
2. Use ethical reasoning to analyze moral issues and articulate the consequences of various actions.

5: Cultural Diversity and Global Awareness

1. Demonstrate understanding of cultural diversity and such influences as history, politics, humanities, technology and science on global societies.
2. Recognize assumptions and biases that shape our perceptions.

6: Workforce and Interpersonal Skills

1. Collaborate effectively and reliably as part of a team
2. Apply efficient time and task management.
### Oral Presentation

Each student is required to give a brief but informative oral presentation about the work of an artist who works with drawing media. This should include appropriate visuals and last no longer than 15 minutes. Reports will be given at the beginning of class. Each student will be assigned a specific artist and presentation date.

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>pts</td>
<td></td>
</tr>
<tr>
<td>60</td>
<td></td>
</tr>
<tr>
<td>Visuals – Depth and Quality of Information</td>
<td></td>
</tr>
<tr>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Presentation – Oral Speaking Organization and Clarity of Thought</td>
<td></td>
</tr>
<tr>
<td>100</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
</tr>
</tbody>
</table>

**Grade Scale**

- 90-100 = A
- 80-89 = B
- 70-79 = C
- 60-69 = D
- 50-59 = F
- 0 = No Presentation
Appendix C – Supply List

Note: I do not recommend buying an “Art Kit” from the NLC Bookstore. (Be aware that the kit may contain some items that we will not use and also will not contain many items on this list.)

Newsprint pad ---18 x 24 or larger **
Drawing pad --- 18 x 24 or larger **
Watercolor paper – 3 or 4 sheets (140 pound is best)
Spiral sketchbook – 9” x 12” is a good size **
Tracing Paper (same size as sketchbook)
Graphite Pencils, soft --- HB, 2B, 4B (woodless or regular) **
Vine charcoal, soft --- many sticks (20-25) **
Compressed charcoal, soft – several sticks **
Charcoal pencils – medium and soft
India ink
Ballpoint pens
Kneaded eraser **
White plastic eraser **
Bristle brush (1” or so) – for ink
Watercolor brushes: Rounds and Flats
Sticks, old pens, pieces of styrofoam, cardboard, feathers, etc.
Watercolors (yellow, red, blue, burnt umber or burnt sienna) or Gouache
Watercolor palette
Pencil sharpener **
Large metal clips **
Masking tape
Water cans or jars (2 of these)
Workable fixative (yes, you will need this)
Box for materials **
Portfolio (large enough to store all of your drawings flat) **
Mat board (white) – enough for 2 beautiful mats
Foam board or cardboard backing for 2 mats

Optional
Conte crayon (good if you have an aversion to charcoal)
Paper stomps (blenders – some people really like these!)
Drawing board (if you like a clean surface!)
Graphite stick – 4B
Chamois

** Supplies you will need immediately -- the first day