

Art 101 Beginning Drawing Syllabus
Fort Hays State University
College of Art, Humanities and Social Sciences
Department of Art and Design
Professor Amy Schmierbach

Syllabus

Course Information:

3 credit hours
Fall 2021
AD 229
MWF 8:30-10:20am

Instructor information:

Office AD 228
Office Phone: 785-628-4272
Art Department Office Phone: 785-628-4247
E-mail: ajschmierbach@fhsu.edu
Email is the best contact method. Will return all correspondence within 24 hours, if not sooner.
Website: amyschmierbach.com

Office Hours: Due to the circumstances of this semester, I will be available via Zoom whenever you need to talk about classwork, classes or anything else. If you want to meet in person please note that in app.

Please go to this website to set up a meeting with me.

<https://calendly.com/ajschmierbach/meeting>

An appointment is preferred as sometimes meetings are scheduled during my office hours.

Email is the best contact method. Will return all correspondence within 24 hours, if not sooner.

Professor Amy Schmierbach has her MFA in Printmaking from Illinois State University, BFA in Printmaking and Graphic Design from Southern Illinois University-Edwardsville. Professor Schmierbach has been teaching drawing at FHSU for 20 years.

Catalog Definition

A broad exploration of traditional drawing materials of the craftsman.

Goals

Drawing is about seeing. Drawing is about passion. Drawing is about self-exploration and creating a personal mark-making. Drawing is about hard work and dedication.

This class will start to develop the student's aesthetic and conceptual ideas through the medium of drawing. During these in-class studio times, the class will explore a variety of black and white and color drawing materials, graphite, and charcoal. These materials will be explored by drawing from observation of still life and architectural devices. Students will be required to keep a sketchbook just for

this class of weekly assignments. At the end of the semester, each student will present an artist presentation.

Course Outcomes

Upon the completion of this course, you will be able to:

1. Demonstrate fluency with a variety of drawing techniques and media.
2. Demonstrate an understanding of vocabulary specific to the discipline of drawing, elements, and principles of design.
3. Translate observed three-dimensional forms as two-dimensional images.
4. Demonstrate effective compositional strategies.
5. Assess the strengths and weaknesses of personal artwork and the artwork of others.
6. Identify historical and contemporary approaches to drawing.

This is a beginning and entry-level course. No prerequisites are required or needed. We start from scratch.

Textbook

No textbook required

Technology Requirement: access to Blackboard and a smartphone/digital camera. Digital cameras and iPad's are available for check out at the campus library.

Teaching, Learning Methods, and Course Structure

Delivery Method:

This is a hands-on course. The instructor will provide short demonstrations and visual examples of historical and contemporary artwork on techniques and material usage.

Instructional Approach:

The students will be required to work, experiment, and find their own style/mark-making for each technique. There will be guidelines for each assignment. But personal exploration through trial error is mandatory for this course.

Course Structure:

Every week you will have an assignment due. You will be required to draw. You will be required to complete readings. You will be required to complete worksheets and quizzes. During an average week, you will be required to put in an extra 5-6 hours of homework outside of our scheduled class time. **You will need to work 10-12 hours a week on this class.** Please arrange your personal schedule to accommodate this workload.

Grading Breakdown

All drawing and presentation assignments will be graded as follows. I break down the grade in this fashion, so you know where improvement is needed. I will expect improvement with each proceeding drawing assignment; subsequently, it will be graded harder as your abilities improve and develop.

All students will create a website on the first day of class. Students will be required to photograph their own work with professional standards and upload it to their website. All work will be graded from the website. If work is uploaded late, there will be a deduction of grade.

Points will be divided into 20 categories with 5 points each category totally 100 points per each project assignment.

Rubrics will follow this matrix. Each assignment rubric will vary slightly to project requirements.

Craftsmanship and skill: Successfully achieve all points

1. Correct perspective
2. Accurate structural forms
3. Clean edges and presentation
4. Appropriate material usage
5. Evidence of practice in the sketchbook
6. Dedication and hard work applied to project
7. Investigation of contemporary or historical artists as preparation for the project

Creativity: Successfully achieves all points

8. A personal exploration of marking making and experimentation– Gestural Mark making
9. Creating personal source materials/images

Composition: Successfully achieves all points

10. Use of correct compositional strategy for assignment.
11. Creating eye movement within the picture plane

Class Participation: Successfully achieves all points

12. Arriving at class prepared and bringing the correct drawing materials
13. Turning assignments in on time
14. Helping fellow classmates
15. Asking for advice and help from the instructor or fellow students
16. Ability to address each project with an open mind, positive attitude, and enthusiasm
17. The ability to participate in the critique/skillfully describe the composition used in the project.

Elements of Design: Successfully achieves all points:

18. Variety of line weight
19. Ability to create a range of Value Contrast/Chiaroscuro
20. Quality of texture

Please look in Blackboard for specific rubric details. Each assignment's rubric varies slightly.

Exemplary – Excellent. The best of the class. Professional level of skill. Worked above-average hours on assignments: superior mark-making and assignment interpretation.

Proficient – Shows great skill, knowledge, and experience—worked average hours on assignment. Thoughtful mark-making.

Developing - Work shows growth and advancement in skill. Worked at or below average hours on assignment. Mark making is becoming consistent.

Beginning - Rudimentary stage in skill development. Worked below average hours on assignment. Did not follow directions correctly. Mark making is inconsistent.

Unsatisfactory - Not what is needed or expected on the assignment. Did not complete or did not follow directions. Mark making is undeveloped and/or lacking.

I break down the grade in this fashion, so you know where improvement is needed. I will expect improvement with each proceeding drawing assignment; subsequently, it will be graded harder as your abilities improve and develop.

Syllabus quiz	50 points
Midterm test	100 points
Final test	100 points
12 skill building unit projects at 100 points each	1200 points
Final Drawing	200 points
Portfolio review	Pass/Fail
	1650 total points for the semester

Just a reminder.....

An "A" is excellent, "B" is good, "C" is average, "D" is below average, and "U" is unsatisfactory. Assignments turned in late will drop a letter grade for every class period thereafter. Failure to complete all the assignments means that you will not have completed the course. Therefore, you will receive a "U" for your final grade.

Student Help Resources

Students have access to academic services, technical support, and student services at Fort Hays State University. You can find the resources online at <http://www.fhsu.edu/ctelt/services/Student-Help-Resources/>

Course Policies

Face coverings

While the University is not mandating face coverings in general at this time, the University does recommend and support the wearing of face coverings in alignment with current public health guidance. Additionally, the University's policy on face coverings does allow for some local-decision making by instructors and event organizers. **Students in this course are required to wear face coverings while in the classroom.** This rule is subject to change, at the discretion of the instructor or as otherwise announced by the University.

While instructors and event organizers will attempt to resolve matters at the local level first, violations of this policy will be handled through the Student Code of Conduct process. Individuals may utilize the [Coronavirus \(COVID-19\) Concern Reporting form](#) for this purpose.

Class attendance

This year is different than usual years. I am usually super strict on attendance. While I require you to be at every class, **if you feel ill, please do not come. Let's not risk it. If you have a cough or a sore throat, stay home. I just ask you to email me before that class start, and we will come up with a plan. If absences happen often, I will record the class and/or live stream the class.**

Please contact Student Affairs at 785-628-4276, and they will formally notify all of your instructors. A doctor or medical documentation is the only way to receive a formal exception to class attendance.

If you do miss a class, you are responsible for making up that time. If notes or an assignment were given, you are responsible for getting them. If it was a studio day, you are responsible for making up that time. If an assignment was due on the day you missed with an excused absence, it would be due the next day. *Exchange phone numbers with the people around you!*

Health and Safety

Every possible safety measure will be taken for the health and safety of the students. Safety will be discussed at the beginning of every assignment with appropriate media demonstrations for tools and equipment.

Materials and Fees – paid in your tuition

Blick Essentials Watercolor Pad - , 11" x 15", 90 lb, Spiral-bound, 15 Sheets
Strathmore 400 Series Pastel Paper Pad - 18" x 24", Assorted Colors, 24 Sheets
PanPastel Artists' Painting Pastels Set - Blending and Shading Colors, Set of 3
General's Kimberly Graphite Classroom Art Pack
Blick Studio Drawing Pad - 18" x 24", 70 Sheets
General's Charcoal Pencil Kit

Supplies that you can purchase: metal ruler, 9" x12" sketchbook for note-taking, Art supply box/Tacklebox, Scissors, Utility Knife, non-stick masking tape

Working in the classroom after hours

*Students need a pass to stay and work in the studio after 10 p.m. and on the weekends. Passes are available in the art office. Please allow one day for them to be issued. The pass is free and is valid for the entire semester. Campus police will ask you to leave if you do not have your pass with you.

Put this number in your phone-----Campus Police 785-628-5304

Emergency 911

Classroom Rules:

1. Must be masked during class.
2. No cell phones in the classroom during class or during breaks. If you bring them to the room, please have them turned off. Make calls in the hallway.
3. No Tobacco! If you cannot smoke in the building, you cannot chew in it!
4. Food and drink are permitted in my class as long as it does not interfere with class or work. That means you may snack while working, not sit and eat for 15 minutes, then work.
5. During studio classes, I will provide a 5-minute break. 5 minutes is not long enough to run to union and grab a snack. Come prepared!
6. Talking needs to stay at a minimum during studio hours. You may visit during breaks or after class.
7. No computers on your desk during class. Please take notes in your sketchbook.

Visual Plagiarism

Visual and/or written plagiarism will not be tolerated; note consequences below in the Academic Policy statement. Plagiarism is any type of copying of words or visuals that you do not note the source. You should be using anyone else's words or pictures this semester. This includes using pictures found on the Internet or drawing from images found on the Internet. Please use your own! You must take your own photos. If you use found images to draw from, you will receive a 0 for that assignment and possibly fail the class. If you need assistance finding copyright-free images, please let me know, and I will assist you.

Title IX

FHSU is committed to fostering a safe and productive learning environment. Title IX makes it clear that violence and harassment based on sex, gender, and gender identity are Civil Rights offenses 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, etc. This includes all types of gender and relationship violence, sexual harassment, sexual misconduct, domestic and dating violence, and stalking. If you wish to report an incident or have questions about school policies and procedures regarding Title IX issues, please contact Amy Schaffer, University Compliance Officer, and the FHSU Title IX Coordinator, at alschaffer@fhsu.edu or (785) 628-4175. The Compliance Officer can help connect you to campus and outside resources, discuss all of your reporting options, and assist with any concerns you may have.

The link for University Policies is in Blackboard. These include plagiarism, attendance, withdrawal, accessibility, and Kelly center.

DIVERSITY AND INCLUSION STATEMENT

I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives, and experiences and honors your identities (including race, gender, class, sexuality, religion, ability, etc.) To help accomplish this:

- If you have a name and/or set of pronouns that differ from those that appear in your official FHSU records, please let me know! If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you. Remember that you can also submit anonymous feedback (which will lead to me making a general announcement to the class, if necessary, to address your concerns). If you prefer to speak with someone outside of the course, Dr. Teresa L. Clouch is the Director of Inclusion & Diversity Excellence, tlclouch@fhsu.edu.
- I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone, including myself) that made you feel uncomfortable, please talk to me about it. (Again, anonymous feedback is always an option).

RESPECT FOR DIVERSITY STATEMENT

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

Important note: **Given the sensitive and challenging nature of the material discussed in class, it is imperative that there be an atmosphere of trust and safety in the classroom.** I will attempt to foster an environment in which each class member is able to hear and respect the other. **It is critical that each class member show respect for all worldviews expressed in class.** It is expected that some of the material in this course may evoke strong emotions; please be respectful of others' emotions and be mindful of your own. Please let me know if something said or done in the classroom by either myself or other students is particularly troubling or causes discomfort or offense. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention. If and when this occurs, there are several ways to alleviate some of the discomfort or hurt you may experience:

1. Discuss the situation privately with me. I am always open to listening to students' experiences and want to work with students to find acceptable ways to process and address the issue.
2. Discuss the situation with the class. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of the context and impact of course material and class discussions.
3. Notify me of the issue through another source such as your academic advisor, a trusted faculty member, or a peer. If for any reason, you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue.