

**Art 410 Drawing III/Art 615/815 Problems in Drawing**  
**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

Prerequisites –Drawing 1, Drawing 2, Figure Drawing, and 2D Design

AD 229

MW 12:30pm-3:20pm

*Instructor information:*

Office AD 228

Office Phone: 628-4272

E-mail: [ajschmierbach@fhsu.edu](mailto:ajschmierbach@fhsu.edu)

Office Hours:

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

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

Appointment is preferred as sometimes meeting are scheduled during my office hours.

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

## **Catalog Definition**

Developing additional competence in drawing.

## **Goals**

- Generate drawings that showcase masterful drawing skills and composition.
- Create a body of drawings that focus on conceptual development.
- Build fluency of artists in the medium of drawing both historical and contemporary.
- Prepare a personal series of drawings for exhibition.
- Demonstrate collaborative peer assessment and a positive working environment with peers.

## **Texts**

**No textbook. There will be required readings throughout the semester.**

## Assignments

1. Find a new way/instrument of making marks: a group project
  - a. Day 1 – split up into groups, start brainstorming
  - b. Day 2 – bring to class 20 new ways to make marks for each group member
    - i. Show and tell your marks with your group
    - ii. Make a plan of what your drawing will look like, medium, sketches
  - c. Day 3 – Group work day
  - d. Day 4 – Critique
  - e. Day 5 – reflection paper due
    - i. What did your group do
    - ii. How did you come up with the composition
    - iii. Pros and Cons
    - iv. Research an artist that makes alternative marks. Present to the class. <https://drawingcenter.org/posts/viewing-program-20-21>
  
2. Draw something small very large.
  - a. Observational drawing– if drawing from photo must be your own photo
  - b. Observational doesn't mean hyper realism and/or black and white only – could be collage, multimedia, color
  - c. Graphite powder needs to be used, other materials up to you
  - d. 27"x40" paper
  - e. Research <https://www.robertlongo.com/studio/>
  - f. What are some objects that you could identify with?
  - g. Take photos and upload to padlet.
  - h. What are some metaphors that could symbolize your identity?
  - i. Read the 12 comic pages on <https://www.metaphorandart.com/>
  - j. Take photos and upload to padlet.
  - k. What principle of art would best fit your identity?
  - l. 4 week project – sketches due on second day of project
  - m. Reflection paper due class day after critique
    - i. What did you draw
    - ii. How did you come up with the composition
    - iii. Discuss your process
    - iv. Pros and Cons
  
3. Drawing as Performance
  - a. <https://drawtoperform.com/>
  - b. <https://www.moma.org/calendar/exhibitions/21>
  - c. Repetitive motion mark making exercise
  - d. Movement mark making exercise
  - e. Brainstorm, sketches due by 3 days of class
  - f. Document performance with photo and video
  - g. Critique will be showing the video and the drawing
  - h. Reflection paper due class day after critique

- i. What did you do
- ii. Why did you do
- iii. How did you come up with the composition
- iv. Pros and Cons

#### 4. Drawing as Installation

- a. Watch the following videos
  - i. <https://www.judypfaffstudio.com/>
  - ii. <https://www.judypfaffstudio.com/video>
  - iii. <https://art21.org/watch/art-in-the-twenty-first-century/s4/judy-pfaff-in-romance-segment/>
  - iv. <https://art21.org/watch/art-in-the-twenty-first-century/s3/structures/>
- b. Define the concepts of Boundaries ad Structure.
- c. Read  
<http://ezproxy.fhsu.edu:2048/login?url=http://search.ebscohost.com.ezproxy.fhsu.edu:2048/login.aspx?direct=true&db=hft&AN=505326231&site=ehost-live&scope=site>
- d. Look up the following artists on the internet:
  - i. Doris Salcedo
  - ii. Shinique Smith
  - iii. Polly Apfebaum
  - iv. Matthew Ritchie
  - v. Yo Shimada
  - vi. David Hamlow
- e. Brainstorm ides of this installation. How does these concepts relate to you and your current work. Make lots of sketches. Present ideas in class. **You are only allowed to present ideas that are sketched out.**
- f. Document performance with photo and video
- g. Critique will be showing the video and the drawing
- h. Reflection paper due class day after critique
  - i. What did you do
  - ii. Why did you do
  - iii. How did you come up with the composition

#### **Grading Breakdown**

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.

**Exemplary** – Excellent. The best of the class. Professional level of skill. Worked above average hours on assignment. 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.

**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 sketchbook
6. Dedication and hard work applied to project
7. Investigation of contemporary or historical artists as preparation for project

**Creativity:** Successfully achieves all points

8. Personal exploration of marking making and experimentation
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 project.

**Concepts:**

18. Does the concepts and narrative for this assignment follow the guidelines of this assignment.
19. Are the concepts and narrative for this assignments coherent with materials and subject matters.
20. Are you able to describe verbally and in writing the key concepts and narrative in your drawing.

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

**Time line and Project detail guide is attachments to this document.**

## **You will be required to draw at least 10 hours a week.**

4 major projects at 100 points each	400 points
Posting your art and responding to peer work on Padlet 15 weeks at 20 points each (graded at midterm and finals)	300 points
4 written reflection worksheets at 50 points each	150 points
<b>Total Points for the semester</b>	<b>850 points</b>

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.

### **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. Please refer to Policies and Value Statement in the University Catalog p. 30-32.

### **Materials**

The \$50 dollar fee you paid for this your tuition will go towards your paper this semester. I have many supplies in the storage room for you to try before you purchase. You will need to purchased your own drawing mediums. Most of you have a ton of drawing supplies already.

### **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!*

### **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](mailto: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](mailto: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.