APPLICANT: Marcia Roberts-Deutsch          E-MAIL: marcia@hcc.hawaii.edu
COURSE ALPHA and NUMBER:       ART 113
COURSE TITLE: Introduction to Drawing
ESTIMATED NUMBER OF SECTIONS: Fall 2    Spring 2
Is this request for a:     New Course    Modified Course    Existing Course
                                    Re-designation
Is this request for a:    Certification    Re-Certification. Date of last certification: unknown

DIVERSIFICATION AREA DESIGNATION SOUGHT:

☒ DA (Arts)                      ☑ DP (Physical Sciences)
☐ DB (Biological Sciences)      ☐ DS (Social Sciences)
☐ DH (Humanities)               ☐ DY (Laboratory)
☐ DL (Literature and Language)

What percentage of the CONTENT of this course focuses on this diversification area? 100%
What percentage of CLASS MEETINGS focuses on this diversification area? 100%

1. Please explain how the course SLOs align with the diversification area's hallmarks.

   DA.1: uses the definitions, descriptions, and terminology of the visual arts, performing arts, or other creative arts;
   SLO 2: Use the basic elements of the visual arts (line, value, shape, texture, modeling, pattern, composition) to arrive at an illusion of space, image and form.
   This SLO focuses precisely on understanding the vocabulary (terminology/definitions) of the visual arts as a foundation for drawing (representation of 3D reality on a 2D surface.)

   DA.2: emphasizes the acquisition of practical and theoretical skills necessary to produce visual, performing, or other creative arts for primarily aesthetic purposes;
   SLO 1: Demonstrate hand-eye coordination.
   SLO 3: Demonstrate an understanding of basic linear perspective.
SLO 4: Demonstrate the use of a variety of drawing materials and techniques. Hand-eye coordination and ability to use a variety of materials and techniques are essential practical skills in drawing; the understanding of linear perspective is essential to the illusionistic representation referred to above.

DA.3: develops creative abilities in which artistic conventions are applied and originality is sought.

SLO 5: Develop an awareness of the interaction of seeing, mental visualization, and drawing. This SLO focuses on the "artistic convention" of being able to translate perception—what is seen—into a rendering or representation of what is seen through the process of drawing.

Explanatory notes. The hallmarks (three for each designation) are posted on the HCC Intranet. In the text-box below, (a) re-state the hallmarks for the diversification designation you are seeking; (b) for each hallmark provide the course SLO(s) that meet each hallmark (statement of the SLOs and their numbers, e.g., SLO#1, should match what is given in the curriculum action form or course syllabus; and (c) explain how the SLO(s) meet each hallmark.

2. Explain assessment strategies you plan to use (or have used, in the case of recertification) to measure the degree to which students exit the course with the expected SLOs. If there are multiple sections of the course, please discuss how assessment will be carried through all sections.

Students are assessed on the basis of completion of home assignments (which provide additional opportunities to apply concepts presented and work done in class), sketchbooks (which provide opportunities for personal expression and experimentation as well as note-taking) and in-class assignments. All SLOs pertain to each form of work, as knowledge of concepts and mastery of skills is achieved through repeated practice. Progress, regardless of initial state of mastery, is factored in as well. It should be understood that studio classes are more subject to qualitative rather than quantitative assessment, so while the same expectations and requirements pertain across all sections, the varying skill levels of students may result in assessments from one section to another that are not uniform.

Explanatory notes. For this question, provide a clear connection between the course SLOs (e.g., understand research methodology) with assessment strategies (e.g., quizzes, final project). For multiple sections of the same course, provide a plan for coordinating and assessing these SLOs across sections.

3. How have you used the assessment findings to modify or improve this course?

Some studio assignments have changed over time, primarily if more effective strategies have been sought convey complex concepts (e.g., linear perspective, figure-ground relationships.) Student artwork is regularly displayed to validate students' achievement. Students participate actively in critiques of work. These activities have provided greater assurance that students are able to actively engage essential vocabulary and concepts, making passive knowledge more active.

Explanatory notes. If this is a new course, enter “N/A” as an answer. Courses being re-certified should include a summary of how assessment strategies and measures (Question #2) were used to modify or improve the course. Again, if multiple sections of the course are offered, provide an explanation for review of assessment across sections.
Reminder: If this is an application for an EXISTING or MODIFIED course, please attach a copy of your course syllabus that includes information described in the instruction part of this form. If this is a new course proposal, please attach a copy of the Curriculum Action Proposal for a new course.

DIVERSIFICATION BOARD DECISION:

☑ Approved
Re-Certification Due: Fall 2016

☐ Not approved
If not approved, reasons for disapproval:

Diversification Chair Signature: [Signature]  Date: 27 Sep 2011

[Member]  (Chair)  10/11/11
Introduction to Drawing, ART 113
Instructor: Rebecca Horne

Class time: T/Th 8:30 am to 11:20 am or M/W 1:00 pm to 3:50 pm
Office: Room 2-313;

Office hours: one-half hour after class and by appointment

Course Description:

ART 113 is an introductory drawing course focusing on the descriptive, expressive, and formal aspects of visual language through drawing practice.

Upon successful completion of ART 113, the student should be able to:
- Demonstrate hand-eye coordination.

- Use the basic elements of the visual arts (line, value, shape, texture, modeling, pattern, composition) to arrive at an illusion of space, image and form.

- Demonstrate an understanding of basic linear perspective.

- Demonstrate the use of a variety of drawing materials and techniques.

- Develop an awareness of the interaction of seeing, mental visualization and drawing.

We may incorporate fieldtrips and working on location during the semester.

Course Requirements and Evaluation:

Attendance and participation:
In this studio course emphasis will be placed on practice and performance, so attendance is essential. If you have more than three unwarranted absences, your final grade will be reduced by one full grade point. If you have an emergency or illness, it should be brought to my attention and accompanied by a note from your physician. Tardiness = absence. Promptness is important. There is a lot to cover in each class. Work begins promptly at class starting time. Habitual lateness can equal full absence. If you have a problem with getting to class on time because of schedule/class location, talk to me after class.

In-class experience:
Classes will consist of lectures and exercises to emphasize observational skills. Long-term drawings will also be included which will develop student's ability to realize a more complete drawing with the assistance of an instructor. Long-term drawings will be numbered and submitted at the end of the semester. They will reflect not only your hard work for the entire semester but will record your progress.
Home Assignments:
There will be one long-term drawing assignment given each week. Expect to spend 3-4 hours on this assignment. The assignment will be due the following Tuesday for critique and must be turned in on time. This schedule may vary during the semester. You are responsible for any missed assignments. If you miss a class (and I know you won’t), it is your responsibility to find out about the assignment. If work is late, due to absence or otherwise, one letter grade will be deducted from assignment grade for each week it is delayed. Grading is based on a number system: 10=A, 9=A-, 8=B+, 7=B, 6=C, 5=D, 4=F, 0=no assign. If you do the work, the lowest grade, no matter how late, is a 5. It is better to get a 5 than a 0. In rare cases (talking dogs or credible ransom note) an exception is possible. In most cases, don’t even think about it.

Sketchbook:
A sketchbook will be used for thumbnail sketches and short assignments. This is to enforce quick sketches, planning composition, notes on ideas and creativity. Doodles are encouraged. This sketchbook may also be used for notes taken during class time. The more, the better!

Grading criteria:

Sketchbooks will be evaluated on a regular basis. Your sketchbooks will be evaluated on 1) quantity of sketches (skill and execution are not considered), 2) willingness to explore new ways of self-expression and 3) to record your thought process.

Home assignments will be evaluated based on 1) how they reflect an understanding of the issues that we deal with in class 2) your effort and quality of execution and 3) presentation of the work. Effort is the deciding factor.

Home assignments will be critiqued each week and collected for portfolio review two times during the semester. This allows you to assimilate critique suggestions and rework your drawing for a better grade, if you choose. Late portfolios will not be accepted. I will give more detailed information about these assignments as the semester progresses. Extra credit is possible but honored only after all home assignments have been completed.

85% of your final grade will be based on the quality and quantity of works submitted (home assignments, sketchbook assignments and in-class drawings) throughout the course. 15% of your grade will be based on preparedness, participation and personal growth. Attendance will affect your grade as previously discussed. Attendance and finished assignments are priority.

Miscellaneous:
Student or instructor can arrange individual critique and discussion upon request. This is especially helpful to students who feel uncertain of their progress, or who would like a more individualized critique of their work than is possible during class.