

FADW 101 Beginning drawing
Spring 2017
MW 2:00-4:50PM
Watt 118
Office: Watt Hall 104
Office hours: by appointment Phone: 213-740-2787
Email: richargp@usc.edu

Richard Parker, professor

COURSE OBJECTIVE

Technical skill and the ability to see are as vital to drawing as drawing is vital to fine art. A solid foundation in drawing can open doors to expression of personal vision, whatever media one ultimately chooses. This course will provide such a foundation through exercises that develop visual acuity, awareness, and technical skill.

Instruction in the elements of drawing will include line, shape, value, light and shadow, texture, mass, space, volume, and perspective. The principles of balance, proportion, unity, and variety will also be explored by drawing various still-lives in class and selected outside assignments.

COURSE REQUIREMENTS AND GRADES

Grading will be based on classwork, homework, participation in class and development of technical skills. Studio attendance during the semester is mandatory. More than three absences will lower the final grade one letter. Grade will also be affected by excessive tardiness and leaving early.

CLASSWORK 60% There will be 14 in class assignments. These will be finished drawings and will not include warm-up drawings done at the beginning of class.

HOMEWORK 20% Will be assigned throughout the semester. Examples include a 2-point perspective interior, self-portrait and an abstract landscape based on observation.

WRITTEN ASSIGNMENTS 10% 1. A 1-2 page research paper on one of the artists discussed in class. 2. A one page statement about the theme of your final assignment (mixed media).

CLASS PARTICIPATION 10% Based on effort, critiques and attendance. Needless to say, attendance is very important.

MATERIALS LIST: (subject to additions as needed)

Strathmore 300 or 400 Series Bristol pad, Vellum 18" x 24"
graphite pencils HB, 2B and 4B (Staedtler)
charcoal pencil soft or extra soft (General's)
pink eraser
kneaded eraser
India ink (Speedball)
brushes (Princeton Value Pack)
bamboo ink pen (medium)
24" ruler
blending stump
chamois
compressed charcoal (square)
set of soft pastels (NuPastel set of 12)
lock

ASSIGNMENTS

- #1 line and space
- #2 perspective and ellipse studies
- #3 1-point perspective
- #4 still-life form, light, shadow
- #5 still-life drapery
- #6 human skeleton pen and ink
- #7 ink wash
- #8 charcoal study value, form, negative space

Mid-term portfolio due Wednesday March 1st

- #9 landscape space, volume, mass
- #10 charcoal still-life texture, form, value
- #11 pastel study color theory
- #12 pastel still-life
- #13 mixed media

Additional assignments include:

An overview of 20-25 key historical artists whose drawings were influential in the history of art.

Self-directed and research homework

Students practice writing about their work and the work of other artists

Final assignment due April 26th

STUDENT LEARNING OUTCOMES

1. Students demonstrate an understanding of various approaches to drawing, including observational skills as well as development of form, structure, tone and composition.
2. Students use a variety of drawing media and tools and begin to develop proficiency in drawing.
3. Students begin to develop content in drawing based on personal expression.
4. Students develop analytical skills to discuss formal, technical and conceptual ideas in critiques.
5. Students receive an overview of various ways that drawing is present in contemporary art practice (drawing installations, drawings as basis for artistic animations, drawing and projections, artist books, etc.).

Statement for Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

Statement on Academic Integrity

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *Scampus*, the Student Guidebook, contains the Student Conduct Code information.

Roski admissions information)

For information and an application to become a Fine Arts **minor**, please visit <http://roski.usc.edu/minors/> Please contact Christina Aumann at aumann@usc.edu or 213-740-7567 with any questions about a minor in the Fine Arts. To become a Fine Arts **major**, please visit http://roski.usc.edu/undergraduate_programs/ Please contact Penelope Jones at Penelope@usc.edu or 213-740-9153 with any questions about majoring in FA. Applications are due October 1st and March 1st every year.

The instructor reserves the right to modify the course content (grading procedures, tests, etc.) as the situation dictates. The instructor will inform the students of any such changes via e-mail and/ or class announcements.

Statement on Academic Conduct and Support Systems (to include in all syllabi

The statement can be cut and pasted from the "Syllabus Template" on the Academic Records and Registrar website http://www.usc.edu/dept/ARR/curriculum/curriculum_handbook/index.html or the "Statement on Academic Conduct and Support Systems" on the Graduate School website <http://www.usc.edu/schools/GraduateSchool/>. It must be used verbatim. This ensures that the policy is reflected uniformly across the university, and makes the cutting and pasting simpler as well. The statement can be placed anywhere on a syllabus. It should be linked to the home page by means of a tab or button clearly marked "Academic Conduct and Support Systems," or reproduced on the home page in full. If you have any questions, please contact Gene Bickers, bickers@usc.edu, or Sally Pratt, pratt@usc.edu.

Academic Conduct

Plagiarism - presenting someone else's ideas as your own, either verbatim or recast in your own words - is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community - such as a friend, classmate, advisor, or faculty member - can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

Support Systems

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

