



**Purpose:** It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

**Course Title** – Drawing I

**Course Prefix and Number** – Arts 1316

**Department** – Art and Drama

**Division** - CFA

**Course Type:** (check one)

- Academic General Education Course (from ACGM – but not in WCJC Core)  
 Academic WCJC Core Course  
 WECM course (This course is a Special Topics or Unique Needs Course: Y or N)

**Semester Credit Hours # : Lecture hours# : Lab/other hours #**     3:2:4




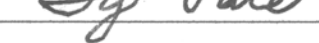
**Equated Pay hours for course** - 4

**Course Catalog Description** – Beginning course investigating a variety of media, techniques, and subjects. Explores perceptual and descriptive possibilities with consideration of drawing as a developmental process as well as an end in itself.

**Prerequisites/Corequisites** - None

List Lab/ Other Hours
Lab Hours 4
Clinical Hours
Practicum Hours
Other (list)

**Approvals** – the contents of this document have been reviewed and are found to be accurate.

Prepared by Phil Hoke	Signature 	Date 9/7/07
Department Head Phil Hoke	Signature 	Date 9/7/07
Division Chair Dr. Paul Spellman	Signature 	Date 9/7/07
Vice President Dr. Ty Pate	Signature 	Date 10/5/07



**I. Topical Outline** – Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, clinical or other non lecture instruction):

contour drawing, line, texture, one-point perspective, two point perspective, value, subtractive technique, still life.

**II. Course Learning Outcomes**

<b>Course Learning Outcome</b>	<b>Method of Assessment</b>
<ol style="list-style-type: none"> <li>1. Demonstrate drawing skill with a variety of wet and dry media.</li> <li>2. Demonstrate the ability to draw a 3-dimensional subject onto a 2-deimentional surface.</li> <li>3. Demonstrate skill using multiple techniques, such as line, solid value ranges, and mixed media.</li> <li>4. Understand that drawing can be a cmlplete work of art in itself or a means to explore ideas for other media such as painting or sculpture.</li> <li>5. To utilize linear and value qualities in the drawing process.</li> </ol>	<p>The art director has not provided information for this section.</p>

**III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.**

A Guide to Drawing, Harcourt Brace, current edition, by daniel M. Mendelowitz and Duane A. Wakeham. ISBN 0-03-055487-X.

Drawing Kit, 1 18x24" drawing Pad; 1 black felt tip pen (medium point) 2 Large Paper Clips, 2 woodless graphite pencils (9B) 4 sticks of compressed charcoal (6B), 1 bottle of black waterproof drawing Ink, 1 Japenese Bamboo Brush, 2 sticks of black conte crayon (6B) 1 white Conte Crayon, 1 Sepia Conte, 18x24" Charcoal Paper grey and medium brown (as needed), HO 601 SD, 1 Can Spray Fixative, 1 Box soft Vine Charcoal.

**IV. Suggested Course Maximum - 20**

**V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.**

Studio space with securable storage and supply areas.

**VI. Course Requirements/Grading System – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course** The Art Director has not provided enough information to make this section practical.

## VII. Curriculum Checklist

- **Academic General Education Course** (from ACGM – but not in WCJC Core)  
No additional documentation needed
  
- **Academic WCJC Core Course**  
Attach the Core Curriculum Checklist, including the following:
  - Basic Intellectual Competencies
  - Perspectives
  - Exemplary Educational Objectives
  
- **WECM Courses**  
Attach the following:
  - Program SCANS Matrix
  - Course SCANS Competencies Checklist

**Page 1: Competencies**

Course Prefix & Number: Art 1316	
<b>Competency</b>	<b>Method of Assessment</b>
READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials – books, articles, and documents.	N/A
WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience.	N/A
SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience.	N/A
LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.	N/A
CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies.	Drawing Projects
COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information.	N/A



**Page 2: Perspectives**

Course Prefix & Number: ARTS 1316	
Perspective	Method of Assessment
1. Individual and society/world; cultural and ethnic diversity	n/a
2. Individual, political, economic, and social aspects of life; being a responsible member of society	n/a
3. Health and wellness	n/a
4. Technology and science: use and understanding	n/a
5. Personal values for ethical behavior	Students will be held to high standards of self-discipline, work product, and personal integrity.
6. Ability to make aesthetic judgments	Students will have to make specific aesthetic choices for each and every drawing project.
7. Logical reasoning in problem solving	Students will have to resolve visual problems through planning and execution of technical skill.
8. Integrate knowledge from and understand interrelationships of the scholarly disciplines	



**Page 3: Exemplary Educational Objectives**

Course Prefix & Number: ARTS 1316	
<b>Component Area: Humanities and Performing/Visual Arts</b>	
<b>Exemplary Educational Objective</b>	<b>Method of Assessment</b>
1. Demonstrate awareness of the scope and variety of works in the arts and humanities.	1. Students will study the elements of art from both an historical and cultural perspective.
2. Understand those works as expressions of individual and human values within a historical and social context.	N/A
3. Respond critically to works in the arts and humanities.	N/A
4. Engage in the creative process or interpretive performance and comprehend the physical and intellectual demands required of the author or visual or performing artist.	Students will develop a variety of design works to complete the course.
5. Articulate an informed personal reaction to works in the arts and humanities.	N/A
6. Develop an appreciation for the aesthetic principles that guide or govern the humanities and arts.	Students will make such aesthetic choices in their design projects.
7. Demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.	N/A