

# 2D Studio Basics (ART 104): Syllabus

## Block 1, Fall 2019

**Class Times:** Monday-Friday, 9-11 am and 1-3 pm

**Class Location:** McWethy Hall, 313 A

**Instructor:** Tim Porter

**Office Location:** McWethy 306

**Instructor Email (Preferred):** TPorter@cornellcollege.edu

**Instructor Phone:** (319) 895-4328

### Course Description:

This course is an introduction to the fundamental principles of two-dimensional composition in art and design. Basic methods of mark-making will be explored, including drawing, collage, and print-making. Through these projects, students will learn about a number of principles of visual perception and art-making. Students will be encouraged to explore their creative voices, and challenge themselves and develop their artistic skills. Art historical influences and movements will be explored through readings, student presentations, and discussed in class alongside studio work during group critique times.

### Prerequisite:

No prerequisite –This course fulfills a Fine Arts requirement for the college.

### Required Texts, Materials, or Equipment:

- Two 30-page sketchbooks, a glue stick, and scissors (Available in the bookstore).
- Materials Fee: \$45, this will cover all expendable materials, including drawing pencils, erasers, chalk pastels, and printing blocks and ink.

### Course Goals:

Students will:

- Independently produce projects as a response to assignments that successfully and thoughtfully incorporate the basic concepts of 2-dimensional art, including principles of visual perception. (*Knowledge*)
- Employ and develop skills in a range of mark-making methods and techniques. (*Knowledge*)

- Research and orally present art historical research as it is appropriate to studio projects produced in this course. (*Communication*)
- Consider and integrate various cultural and historical processes and ideas into their studio work. (*Intercultural Literacy*)
- Thoughtfully and deeply reflect upon their own and other's artistic processes through written form through the use of critiques and a daily sketchbook. (*Communication*)
- Visit local printing presses and explore art-making in a production context. (*Vocation*)

## **Course Support of Educational Priorities and Outcomes:**

This course supports the following Educational Priorities and Outcomes of Cornell College:

- Knowledge. We research and develop a range of artistic skills and processes.
- Communication. We develop our communicative skills, both visually through our art, but also through presentations as well as dialogue with each other about our artistic processes.
- Intercultural literacy. We research and emulate the art-making processes and ideas of other artists.
- Vocation. We learn about how the art-making processes we study can be applied as a career.

## **Method of Instruction:**

The majority of this course will be spent in the studio working. General goals for each project will be presented alongside formal introduction of each project, allowing time to collect ideas and plan. Because each student enters the classroom with different backgrounds and interests, I am open to collaborating with you to tailor an assignment to fit your interests or needs. Feel free to come to me with a proposal!

Instruction will include hands-on demonstration, lectures including related historical and contemporary works and related art terms, readings on topics related to project content, one-on-one discussions and guidance about student work with the professor, and planned group critiques about each others' works. Students should be prepared to discuss individual progress with the instructor frequently. Throughout the block, students will experiment with a range of media, styles, and techniques. Students will prepare and orally present an artist presentation to the class, which will discuss technical and conceptual investigations of a historical or contemporary artist. We will also travel to local letterpresses to experience art production in person.

## Method of Evaluation:

Each student will be evaluated on four groups of finished 2-dimensional projects, additional daily entries in the sketchbook, written analyses and critiques of peer works, a class presentation on historical/contemporary artist including a bibliography citing sources, and class participation.

Due to the difficulty in objectively evaluating art (especially because students enter the classroom with a range of skill levels and backgrounds), work will be evaluated considering:

- personal improvement
- skill development and craftsmanship
- creativity and conceptual development
- effort and work ethic
- involvement and participation in class

Individual project grades will not be given, but time will be set aside mid-term during Week 3 for students to receive feedback and discuss progress with the professor if needed. A grade will not be given during these meetings (final grades will be determined at the end of the course), however, feel free to ask for an approximate evaluation and feedback at any point it may be needed.

It is best to think of this class as a full-time job. You are expected to work a 40-hour work week in the studio including class time, outside class time, during evenings, weekends, and studio days. It will be apparent to me which students are putting in the appropriate amount of time in the studio.

In-progress and formal class critiques will be scheduled at regular intervals. Students will be reminded of project and materials to be submitted at that time. Critiques and group feedback will be a vital part of both evaluating your own work and developing your skills in evaluating others. Don't miss the critiques! Remember that these are a large part of your class participation for this class.

### Distribution of Grade Weight:

|  |      |
|--|------|
| Pencil Project (due 8/30)  | 18%  |
| Pastel Project (due 9/4)   | 18%  |
| Collage Project (due 9/10)   | 18%  |
| Printmaking Project (due 9/16)   | 18%  |
| 21 daily Sketchbook Entries  | 10%  |
| Artist Presentation including Bibliography                               | 10%  |
| Class Participation (including attendance, critiques, improvement, etc.) | 8%   |
| Total  | 100% |

### Grading Benchmarks:

|   |  |
|---|--|
| A | Turned in <i>all</i> assignments/projects on time<br>Excelled at <i>all</i> assignments in regards to <i>all</i> of the bulleted criteria    |
| B | Turned in <i>all</i> assignments/projects on time<br>Performed <i>above average</i> in regards to a <i>majority</i> of the bulleted criteria |
| C | Turned in <i>all</i> assignments/projects on time<br>Performed <i>on average</i> in regards to a <i>majority</i> of the bulleted criteria    |
| D | Turned in <i>most</i> of the assignments/projects<br>Performed <i>below average</i> in regards to a <i>majority</i> of the bulleted criteria |
| F | <i>Missing some or many</i> of the assignments/projects<br>Performed <i>poorly</i> in regards to <i>all</i> of the bulleted criteria         |

For every class day an assignment is late, the grade on that assignment will drop by one letter interval from the grade you would've earned had it been submitted on time (i.e., an A- assignment three days late is a B-). Presentations will not be rescheduled.

### Sketchbooks:

For this class, you should have two 30-page sketchbooks (the bookstore should have some for sale). Please put your name and Sketchbook number (1 or 2) on the cover.

All students will be required to submit their sketchbooks on Monday of Week 4 for me to grade them. After I have reviewed your sketchbooks, I will email you when it is time to pick them up (likely the Friday of block break). Any student who fails to collect their materials by the beginning of the next block will be penalized participation points.

**Sketchbook 1:** The first sketchbook will contain your work on projects 1-3 (pencil, pastel, collage). To avoid smudging, please use only the front side of each page.

**Sketchbook 2:** The second sketchbook will contain daily sketchbook entries. These entries are where you write/illustrate your thoughts about anything related to the class material, responses to lessons, critiques, your artwork, your influences, etc. These should be clearly dated, and can be anything, so long as they pertain to the course or your art-making. This is a good place to practice using the terminology we study. Some sketchbook entries may be assigned in class as exercises or field trip responses. You should create one sketchbook entry per day, including weekends, for a total of **21** entries by the time the books are collected (Monday of Week 4). While notes for lectures/presentations may go in the sketchbook, they do not count as daily sketchbook entries. Stay on top of these daily entries as the class progresses- it will be clear if you wait until the end to make all 21!

## **Classroom/Building Hours:**

For each project, we will begin work during class time, however, you will need to work on projects every day and outside class to complete them in a satisfactory manner. Classroom availability is determined by McWethy's open hours, which are as follows:

| Sunday      | Monday      | Tuesday     | Wednesday   | Thursday    | Friday     | Saturday   |
|-------------|-------------|-------------|-------------|-------------|------------|------------|
| 5:30a - 11p | 5:30a - 8p | 5:30a - 8p |

You will need an after-hours pass and your student ID to be in McWethy outside of open hours. See me if this is necessary.

## **Attendance/Participation:**

Each day will contain two sessions, morning and afternoon. Attendance will be taken at the beginning of each session. If you are not present for attendance, you will be counted absent. If you are late, make sure I know you have arrived so I can change your absence to a tardy. If you leave early without discussing with me, you will be counted tardy. Two tardies equal an absence. After one absence, your grade will drop an interval (A to A-) for each additional absence.

If you need to leave class early, you should discuss this with me prior to the class in question for it to be excused. Consistently arriving late or leaving early is disrespectful and disruptive for other students. Always speak with me if you foresee an excused absence, but do not assume it will be excused. It is your responsibility to inquire about missed assignments from another student, though, due to the method of instruction for this course, it may be impossible to make up. Though I post materials to Moodle; technical demonstrations, lectures, and project introductions will not be repeated. Additionally, it is your responsibility to be aware of college withdrawal policies.

Please be respectful and abstain from using cell phones or texting in class. You may listen to music during studio time, but in a manner which allows you to hear announcements and outside discussion.

## **Clean-Up and Storage:**

You are responsible for thorough clean-up of your work space, including wiping down the tables, throwing out excess materials, sweeping the floor around your table, etc. Some projects will be messier than others, so in those cases we will spend some extra time cleaning up our studio. Storage space will be provided in drawers in the studio. Be sure to store your supplies in the correct space. Consistently leaving a mess will affect your participation grade.

## **Office Hours:**

I try to be in McWethy from 9-5 every weekday (even on studio days), working on class materials and my own art practice. The building is big and there are several places I might be working. If you have trouble finding me, send me an email or speak with me during class if you would like to set up a specific time to meet. I will be happy to chat about whatever you might need help with!

## **Disabilities and Accommodations Policy:**

### **From the Cornell College catalogue:**

*Cornell College makes reasonable accommodations for persons with disabilities. Students should notify the Office of Academic Support and Advising and their course instructor of any disability related accommodations within the first three days of the term for which the accommodations are required, due to the fast pace of the block format. For more information on the documentation required to establish the need for accommodations and the process of requesting the accommodations, see <http://www.cornellcollege.edu/academic-support-and-advising/disabilities/index.shtml>.*

## **Academic Honesty:**

### **From the Cornell College catalogue:**

*Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgment of sources, whether intended or not, this may constitute a violation of the College's requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Catalogue, under the heading "Academic Honesty."*

Though the idea of "cheating" may seem unlikely in a studio art class, I expect that you are making your own work in full and contributing to class discussions/critiques. You should be in the studio working on projects during class time as well as in the evenings and weekends.