



## COURSE OUTLINE

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The course description is online @ <http://camosun.ca/learn/calendar/current/web/art.html>

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

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### 1. Instructor Information

(a) Instructor	Joseph Hoh
(b) Office hours	M W F 2:30 – 3:30 pm, T Th 12:30 – 1:30 pm
(c) Location	Y101c
(d) Phone	250 370 3456 Alternative: _____
(e) E-mail	hoh@camosun.ca
(f) Website	D2L

### 2. Intended Learning Outcomes

Upon completion of this course the student will be able to:

1. Draw with an understanding of line, shape, form, space, colour and texture.
2. Visually distinguish and describe space two-dimensionally, for example, through drawing techniques such as linear or atmospheric perspective.
3. Observe, interpret and represent objects two-dimensionally.
4. Give form to illustrative, subjective, conceptual and abstract ideas.
5. Evaluate and generate constructive and interculturally aware critiques of one's own and others' projects.
6. Describe historical and contemporary references.

### 3. Required Materials

- (a) Please see D2L for lecture slides thumbnails
- (b) ) Students are expected to bring the items listed below to each class.
  - Apron or work-shirt
  - Bulldog clips: 2 (holds sheets of paper to drawing boards)
  - Chinese brushes for use with ink: 1 S, 1 M or L (ink is provided)
  - Compressed charcoal sticks (not vine): 3 black (or share/split a set)
  - Conte crayons: set of 4, 1 each black, sanguine, grey, white
  - Erasers 1 each: kneaded, plastic
  - Glue stick: 40 grams
  - Graphite sticks: 4B & 6B 1 each
  - Ink drawing pen and nibs: 1 fine, 1 coarse
  - Masking tape 1 inch wide
  - Micron pens: 1 fine, 1 medium
  - Pad of newsprint paper (for protecting work and for gesture drawings)
  - Pencils: Set of 6-12 sketching/drawing pencils
  - Scissors
  - Sketchbook! You will use your sketchbook every day. Letter size. No smaller
  - Utility knife with snap-off blade
  - Tool box: shoe box, plastic bin, hardware, fishing for all your supplies (please rent a locker in Young Bld. to store your toolboxes and back packs. Do not have back packs in the studio during classes)
  - Optional colour medium: your choice 1 set of 12: chalk pastels, pencil crayons, brush pens or micron pens
  - Optional ruler: 24 inch
  - Optional blending chamois or blending stump

## 4. Course Content and Schedule

*\*subject to change*

Week	Topic	Class agenda	Assignment (homework). FYI
1 Jan 11	<ul style="list-style-type: none"> <li>• <b>Introduction</b></li> <li>• <b>Objective. Subjective. Conceptual.</b></li> <li>• <b>P1 Creative Cartography</b></li> </ul>	<ol style="list-style-type: none"> <li>1. What is Drawing?</li> <li>2. Introductions/office hours/contact</li> <li>3. Course outline &amp; Supplies list</li> <li>4. Attendance &amp; Labs</li> <li>5. Intro: Creative Cartography</li> </ol>	<ol style="list-style-type: none"> <li>1. Purchase supplies and sketchbook for next class</li> <li>2. Creative Cartography ideas; have at least three viable ideas ready. Include research material. This applies to all big projects</li> </ol>
2 Jan 18	<ul style="list-style-type: none"> <li>• <b>P2 Daily Practice:</b></li> <li>• <b>Neg/positive space</b></li> <li>• <b>Contours</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Review Course expectations; Grading Rubrics</li> <li>2. Cardboard for portfolios; storage</li> <li>3. Intro: Sketch Book &amp; Daily Practice</li> <li>4. Class work: Blind Contour &amp; Tandem drawings, Negative Spaces</li> <li>5. Class-work: Creative Cartography</li> </ol>	<ol style="list-style-type: none"> <li>1. Daily Practice. See list in D2L</li> <li>2. FYI: Add Course Deadline Jan 18; Drop and Tuition Refund Deadline Jan 21</li> </ol>
3 Jan 25	<ul style="list-style-type: none"> <li>• <b>P3 Broken Object</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Intro: Broken Object</li> <li>2. Class work: Negative and positive space, Contours; Tones</li> <li>3. Composition: Framing &amp; Construction Lines</li> <li>4. Class-work: Creative Cartography</li> </ol>	<ol style="list-style-type: none"> <li>1. Daily Practice</li> </ol>
4 Feb 1	<ul style="list-style-type: none"> <li>• <b>Field Trip to Vancouver</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Waivers needed</li> <li>2. \$3</li> </ol>	<ol style="list-style-type: none"> <li>1. Meet in at the Vancouver Art Gallery</li> </ol>
5 Feb 8	<ul style="list-style-type: none"> <li>• <b>P4 Space. Time. Place.</b></li> <li>• <b>Critique: Creative Cartography</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Intro: Space. Time. Place. Types of Perspective drawing</li> <li>2. Critique Creative Cartography</li> <li>3. Class-work: Broken Object</li> </ol>	<ol style="list-style-type: none"> <li>1. Daily Practice</li> <li>2. Prepare for mid-term interviews: Daily Practice sketchbook and portfolio</li> </ol>
6 Feb 15	<ul style="list-style-type: none"> <li>• <b>Critique: Broken Object</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Critique Broken Object</li> <li>2. Class-work: Space. Time. Place.</li> <li>3. Daily Practice catch-up &amp; possibly "Show &amp; Tell"</li> </ol>	<ol style="list-style-type: none"> <li>1. Homework</li> </ol>
7 Feb 22	<ul style="list-style-type: none"> <li>• <b>Reading Break</b></li> </ul>	<ol style="list-style-type: none"> <li>1. No class. College open for homework except Friday</li> </ol>	<ol style="list-style-type: none"> <li>1. Daily Practice</li> </ol>
8 Mar 1	<ul style="list-style-type: none"> <li>• <b>P5 (Black Bag)</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Intro: (Black Bag)</li> </ol>	<ol style="list-style-type: none"> <li>1. Daily Practice</li> </ol>

	<ul style="list-style-type: none"> <li>• <b>Mid-term interviews</b></li> </ul>	<ol style="list-style-type: none"> <li>2. Daily Practice catch-up &amp; possibly "Show &amp; Tell"</li> <li>3. Class-work: Ink drawing</li> <li>4. Optional Mid-term interviews (~11:30am onwards)</li> </ol>	
9 Mar 8	<ul style="list-style-type: none"> <li>• <b>P6 Drawing with long sticks</b></li> <li>• <b>Mid-term interviews</b></li> </ul>	<ol style="list-style-type: none"> <li>2. Intro: Drawing with long sticks</li> <li>3. Intro: Gesture drawing</li> <li>4. Optional Mid-term interviews (~12:30am onwards)</li> </ol>	<ol style="list-style-type: none"> <li>1. Daily Practice</li> <li>2. Bring newsprint for figure drawing</li> <li>3. Course Drop deadline March 13 w/o academic penalty</li> </ol>
10 Mar 15	<ul style="list-style-type: none"> <li>• <b>P7 Figure drawing</b></li> <li>• <b>P8 Final assignment: Self-Directed</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Intro: Self-Directed</li> <li>2. Figure drawing (if time permits)</li> </ol>	<ol style="list-style-type: none"> <li>1. Daily Practice</li> <li>2.</li> </ol>
11 Mar 22	<ul style="list-style-type: none"> <li>• <b>Critique: Space. Time. Place.</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Critique Space. Time. Place.</li> <li>2. Class-work: (Black Bag)</li> </ol>	<ol style="list-style-type: none"> <li>1. Daily Practice</li> </ol>
12 Mar 29	<ul style="list-style-type: none"> <li>• <b>Critique: (Black Bag)</b></li> <li>• <b>Work week</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Critique (Black Bag)</li> <li>2. Class-work: Self-Directed</li> </ol>	<ol style="list-style-type: none"> <li>1. Daily Practice</li> </ol>
13 Apr 5	<ul style="list-style-type: none"> <li>• <b>Critique: Self-directed</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Critique: Self-Directed 1</li> <li>2. Course feedback</li> </ol>	<ol style="list-style-type: none"> <li>1. Daily Practice</li> <li>2. Prepare portfolio</li> </ol>
14 Apr 12	<ul style="list-style-type: none"> <li>• <b>Critique: Self-directed</b></li> <li>• <b>Overview and Summary</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Critique Self-Directed 2</li> </ol>	<ol style="list-style-type: none"> <li>1. Daily Practice</li> <li>2. Prepare portfolio</li> </ol>
15	<ul style="list-style-type: none"> <li>• <b>Final Interviews and Portfolio submission</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Final interviews are optional</li> </ol>	<ol style="list-style-type: none"> <li>1. Bring portfolio and sketchbook to interview</li> <li>2. Portfolios to be submitted to designated cubbies in Y117</li> </ol>

## 5. Basis of Student Assessment (Weighting)

Please see D2L for assessment breakdown and grading rubrics.

## 6. Grading System

<input checked="" type="checkbox"/>	Standard Grading System (GPA)
<input type="checkbox"/>	Competency Based Grading System

## 7. Recommended Materials to Assist Students to Succeed Throughout the Course

Please refer to D2L for lecture thumbnails and D2L for grading rubrics.

## 8. College Supports, Services and Policies



### Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

### College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

### College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

### A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

#### 1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4

65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

## 2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

## B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://camosun.ca/about/policies/index.html> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.