

## Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

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**Semester:** Spring  
**Course Prefix:** ART  
**Course Title:** Drawing I

**Year:** 2025  
**Course and Section #:** 1110-004  
**Credits:** 3

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### ***Course Description***

For Art and Design and Art Education majors. Introduces fundamental drawing concepts and media. Emphasizes mastery of basic drawing principles and integration of these principles into a personal drawing style through exposure to a variety of structured drawing experiences.

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### ***Course Attributes***

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

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### ***Instructor Information***

**Instructor Name:** Linne Brown

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### ***Student Learning Outcomes***

- 1 Draw competently from life using a variety of media;
  - 2 Use contour line, sighting perspective, modeling light and shade, gesture, and proportion with proficiency;
  - 3 Apply basic drawing principles into a personal drawing style;
  - 4 Critique one's own and other's drawings.
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### ***Course Materials and Texts***

18"x24" Drawing Pad, 18"x24" Newsprint pad  
Black Canson paper, 2 sheets 19"x25"  
8 ½" x 11" minimum size sketchbook  
Graphite pencils 2B, 4B, 6B  
Charcoal pencils, 2B, 4B, 6B  
Compressed Charcoal  
White Prismacolor pencil

Kneaded and hard erasures  
Black markers, fine and broad tip  
Drawing pens  
Ruler 18" minimum  
Drawing board with clips (23"x26")  
Portfolio large enough to store work and drawing pads

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## ***Course Requirements***

### **Course Grading Policy and Assignments**

Grades will be based on a combination of quality of artwork, meaning work done inside *and* outside of class, attendance and participation. Point totals from projects completed during class time will be worth 50% of the final grade. Late work is due within one week of original due date. Point totals from homework assignments will be worth 30%. Attendance and participation in critiques will be worth the remaining 20% of the final grade.

#### **GRADING SCALE:**

100% - 94%	A
93.9 - 90%	A-
89.9 - 87%	B+
86.9 - 84%	B
83.9 - 80%	B-
79.9 - 77%	C+
76.9 - 74%	C
73.9 - 70%	C-
69.9 - 67%	D+
66.9 - 64%	D
63.9 - 60%	D-
59.9% and below	E

The letter grade "A" indicates superior achievement, "B" indicates commendable mastery, "C" indicates satisfactory mastery and is considered an average grade, "D" indicates substandard progress and insufficient evidence of ability to succeed in sequential course, "E" indicates inadequate mastery of required skills.

Students will be allowed up **two** absences for any reason. Students are *still expected to fully complete any assignments missed*. Participation credit will be earned during **critiques**. If you are absent more than **8 times** you may automatically fail the class.

## **Assignments**

**All projects are to be completed by 18"x24" drawing paper unless noted as otherwise**

- Study of a personal still life with varied sized objects using measuring and organizational lines for accurate proportion and placement in space (Graphite pencils)
- Multiple gesture studies done in class (Compressed charcoal, 18"x24" Newsprint pad)
- Cross contour study with emphasis on line quality and line variation (Compressed charcoal)
- Linear perspective study from large set up in class of planar objects (Graphite pencils, ruler)
- Extended invented one or two point linear perspective study done in class and finished at home (Graphite pencils, ruler)

- Study of cylinders and ellipses done at home which demonstrates representing objects at, above and below eye level (Graphite pencils)
- In class and homework drawing in the manner of converting negative spaces into negative shapes (pen and marker)
- Extended in class value study focused on separation of values into a wide range using smooth pencil rendering (graphite)
- Extended in class value study focused on drawing light shapes and separating values into a wide range with clear indication of light source (white pencil on black paper) and additional homework study on black paper
- Extended in class value study using a reductive method with self-toned paper emphasizing form, space, and texture (charcoal in pencil and compressed forms, erasures)
- Extended in class value study using the heightened method studying drapery (white pencil, charcoal on toned paper)
- Compositional process and thumbnail sketch practice as homework combined with in-class study on abstraction (choice of mediums used previously in the course)
- Final project of self-portrait in an environment or texture study (choice of mediums used previously in the course)
- Sketchbook completed outside of class time with 30 quality finished drawings, 75% solely from life

### **Required or Recommended Reading Assignments**

*N/A*

### **General Description of the Subject Matter of Each Lecture or Discussion**

- Week 1: Line / Mark making / Learning to see
- Week 2: Learning to see / Gesture
- Week 3: Line / Contour and cross contour
- Week 4: Line / Measurement and proportion
- Week 5: Linear perspective basics
- Week 6: Linear perspective for deeper space
- Week 7: Shape / Positive and negative shape recognition
- Week 8: Value / Separating values
- Week 9: Value / Separating values and drawing light shapes
- Week 10: Value / Drawing light shapes
- Week 11: Value / Describing form and texture
- Week 12: Value / Describing form and texture
- Week 13: Abstraction and composition
- Week 14: Abstraction and composition
- Week 15: Combining concepts / Final project

### ***Required Course Syllabus Statements***

ARTIFICIAL INTELLIGENCE (AI):

[Gartner \(n.d.\)Links to an external site.](#) defines Generative AI as technology that “... can learn from existing artifacts to generate new, realistic artifacts (at scale) that reflect the characteristics of the training data but don’t repeat it. It can produce a variety of novel content, such as images, video, music, speech, text, software code and product designs.”

Examples of general Generative AI tools:

- ChatGPT
- Microsoft Copilot
- Google Gemini
- Firefly
- Midjourney
- You.com
- Dall-E 3
- Stable Diffusion

Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. It may be valuable if one uses AI as a learning assistant and aid in helping to solve visual problems, not a crutch or avenue to keep from solving problems. If it is used, admit it and be certain to add your critical decisions and thinking to the sometimes-poor ones it makes. The individual student is responsible to make sure that any content, image or helps from AI, do what they are intended to do and say what they intend to say. AI is designed to SEEM accurate, but it isn't always. It has other weaknesses in relationship to innovation, subtlety and nuance, fine-tuning, and ethics. Don't accept anything it generates at face value without checking it critically.

### **Using Remote Testing Software**

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

## ***Required University Syllabus Statements***

### **Accommodations/Students with Disabilities**

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu) or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at [DHHservices@uvu.edu](mailto:DHHservices@uvu.edu)

DHH is located on the Orem Campus in BA 112.

### **Academic Integrity**

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

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### **Equity and Title IX**

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – [TitleIX@uvu.edu](mailto:TitleIX@uvu.edu) – 800 W University Pkwy, Orem, 84058, Suite BA 203.

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### **Religious Accommodation**

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu). If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.