

Drawing I  
ARTS 1610 – 501  
CRN 50077

## Course Information

**Number of Credits:** 3

**CRN #:** 50077

**Course Meeting Days/Times/Location:** Tuesdays and Thursdays 10:30 a.m.- 1:00 p.m. Room 105 Business and Technology Building

**Start Date:** 01/17/2023

**End Date:** 05/13/2023

**Office hours:** Thursdays 2:00 – 4:00 pm (on campus) Room 103 Business and Technology Building, Fridays 10:00 – 11:00 am (online in Zoom)

## Course Description

This course is primarily focused on drawing from observation. Throughout this semester you will learn various techniques for visually recording the world around you. You will also learn key terms that will help you verbalize your thoughts about your drawings and the drawings of your fellow students. Critiques will serve as a wonderful opportunity for you to present your work to the class and receive feedback from the faculty and students. By the end of this course all students will gain the ability to translate the appearance of our 3D environment to a 2D surface. Students will come to understand what it means to create a finished and unified drawing and develop a practice of keeping a sketchbook for recording compositional ideas. This course is planned to be a traditional in-person course. This would only change due to dire circumstances concerning the pandemic. I am hopeful that this Spring 2023 semester will be in-person throughout its duration, but if a situation arose demanding that this course switch to an online format just bare with me, we would get through it just fine. My teaching experience has been mixture of on-ground and online, so I know how to handle that situation. Please see the additional course materials section of this syllabus for additional materials needed should a switch to an online format occur.

## Student Learning Outcomes

Given instruction, hands on assignments, virtual group discussions, critique, and instruction to specific materials and processes, students will:

- Exercise the major features of Drawing 1 as they apply to new practices in vocabulary, concepts, materials, and techniques.
- Demonstrate effective use of materials and techniques with consideration to craftsmanship and presentation.
- Improve observational skills and learn to see in new and more complex ways.

- Explore the basic elements of line, texture, shape, value, and volume, along with with concepts of perspective, proportion, and composition.
- Use shading (continuous tones, cross contour, hatching, cross-hatching, and stippling) to create the illusion of volume, depth, and the natural way light describes form.
- Sight and measure 3D still-life and create accurate 2D renderings

Execute perspective drawings, one point and two-point perspectives

## Course Goals:

- Establish an environment for the discussion of student work, the critique setting.
- During discussions students will use terminology commonly associated with drawing to discuss work.
- Students will establish a consistent drawing practice working on sketches in their sketchbooks.
- Students will come to understand that everyone makes drawings in their own way utilizing the elements and principles of design.
- This class will reinforce the fact that drawing is a process based on trial and error, some drawings turn out well, and some drawings do not, the sketchbook will be the tool that helps everyone work issues to material use and compositional arrangement.
- Scheduled critiques will be important arenas of discussion where feedback will be delivered respectfully, will be pertinent to the course material, will be constructive, and be focused the purpose behind specific technical decisions made by the student who is presenting the work.
- This course will help students understand their likes and dislikes about drawings and provide them with the tools to understand why and how they have these tendencies.
- Students will learn to develop strategies for creating work with a specific purpose and use newly learned skills to see their ideas through to completion.

## Faculty Contact Information

Name: Steven Eckert

Office Hours: Thursdays 2:00 – 4:00 pm (on campus), Fridays 10:00 – 11:00 am (online in Zoom)

Office Location: Room 103 Business and Technology Building

Campus Email: seckert1@unm.edu

Preferred Method of Contact and Response Time: My preferred method of contact and response time is my UNM email, seckert1@unm.edu. I will attempt to respond to emails within 48 hours.

## Covid Policy

UNM requires COVID-19 vaccination and a booster for all students, faculty, and staff, or an approved exemption (see: UNM Administrative Mandate on Required Vaccinations). Proof of vaccination and booster, or a medical, religious, or online remote exemption, must be uploaded to the UNM vaccination

verification site. Failure to provide this proof may result in a registration hold and/or disenrollment for students and disciplinary action for UNM employees.

**Booster Requirement:** Individuals who received their second dose of a Pfizer or Moderna vaccine on or before June 15, 2021, or their single dose of a Johnson & Johnson vaccine on or before October 15, 2021, must provide documentation of receipt of a booster dose no later than January 17, 2022.

Individuals who received their second dose of a Pfizer or Moderna vaccine after June 15, 2021 or who received their single dose of Johnson & Johnson after November 15, 2021 must provide documentation of receipt of a booster within four weeks of eligibility, according to the criteria provided by the FDA (6 months after completing an initial two-dose Moderna vaccine, 5 months after completing the Pfizer sequence, and 2 months after receiving a one-dose Johnson and Johnson vaccine).

International students: Consult with the Global Education Office.

**Exemptions:** Individuals who cannot yet obtain a booster due to illness should request a medical, religious, or online remote exemption (which may have an end date) and upload this to the vaccination verification site.

Medical and religious exemptions validated in Fall 2021 (see your email confirmation) are also valid for Spring 2022 unless an end date was specified in the granting of a limited medical exemption. Students must apply for a remote online exemption every semester.

**In the case that this class moves to online from on-ground (in-person): Technical Skills:** In order to keep up with the work in this and succeed in the class you must be able to do the follow

- Use email: including, viewing files, downloading files, uploading files, attaching files, opening files
- Be able to use links to websites, webpages, accessing videos on separate websites
- Use Zoom or Teams (whichever I decide) in case video conferencing is necessary
- High speed internet connection is highly recommended
- Microsoft Office products are available for free for all UNM students (for more information you can access it at <https://it.unm.edu/software/>)
- Please update your contact information is LoboWeb: <http://my.unm.edu/home> . When you log into MyUNM, Enter LoboWeb. Click on the Personal Information link to make sure your contact information is up to date.
- Call Tech Support at (505) 277-5757

## Required Texts

Title: There are no required texts or readings for this course

**In some cases, additional course materials may be found at the end of this syllabus**

## Resources

There are no required texts for this course, but below is a list of helpful sources that give readers foundational drawing instruction and exposure to the work of some of the most prolific contemporary artists who use drawing as their mode of expression.

*Drawing Essentials: A Guide to Drawing* by Deborah Rockman

*Vitamin D1: New Perspectives in Drawing* written by Emma Dexter and published by Phaidon

*Vitamin D2: New Perspectives in Drawing* written by the editors of Phaidon

*Drawing: Space, Form, and Expression*: Wayne Enstice and Melody Peters

**Faculty Response Time:** I will respond to emails earlier than 48 hours after receiving them. You can email me at [seckert1@unm.edu](mailto:seckert1@unm.edu). I check my email daily usually between the hours of 8 am to 12 pm. I usually attempt to respond to an email later that day or the following day. Please refer to the second page of this document to see my office hours and location for in-person and digital conferencing contact.

## Course Grading

Letter Grade	Percentage
A	93% or higher
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	70-76%
D	60-69%
F	59% or lower

D represents insufficient mastery to satisfy core degree requirements or prerequisites

## How your course grade is calculated

### How I grade your work:

- Completing and submitting your work on time according to the date it is due
- Does the work display an understanding of skill according to the materials, techniques, and purpose of the assignment
- Presentation of the work
- Creative approach towards the project

## Grading Scale

A = Work that is excellent throughout the semester, well above average, constantly meeting & exceeding requirements, consistently active critique participation

B = Strong work throughout the semester, surpassing the minimum requirement of assignments, consistently active in critiques and discussions

C = Average work, meeting the requirements of the assignment but not willing to put in more effort, afraid to push past one's comfort zone, present during critiques but not being an active participant

D = Work that is below average, displaying a poor/indifferent attitude toward your own work and the work of others, not putting forth an effort to participate

F = You will not earn credit for the course if you do not submit enough work, do not put forth enough effort, do not participate, are constantly tardy, disruptive, leave class early, turn in assignments late

## Breakdown of Projects and Their Point Total

**Projects:** Project 1 – Still-Life According to Sighting Technique (100 pts), Project 2 – Contour and Cross Contour Still-Life (100 pts), Project 3 – Linear Perspective and Light (100 pts), Project 4 – Atmospheric Perspective (100 pts), Project 5 – Abstract Composition (100 pts), Project 6 – Self-Portrait with Unified Shadow (100 pts)

**Homework Assignments:** Mass and Line Gesture (50 pts), Intro to Perspective (50 pts), Mark Making (50), Drawings of the Human Skull (50 pts)

**Sketchbook:** First half of the sketchbook (first 24 pages due at MIDTERM CRITIQUE worth 50 pts), Second half of the sketchbook (backside of each sketchbook page, 24 pages total, worth 50 pts)

## Midterm and Final Grades are based on:

Participation and Attendance: 30%

Midterm Portfolio and Final Portfolio: 70%

**Projects - All projects that are assigned during the first half of the semester will be included in the Midterm Portfolio, All projects that are assigned during the second half of the semester will be included in the Final Portfolio**

Project 1 - 1 Still-Life Drawing According to Sighting Technique – (due for review on January 31)(3 objects minimum), use your 18 x 24 in white paper drawing pad, due for final grade as a part of the Midterm Portfolio during Midterm week, March 7 & 9

Project 2 - Contour and Cross Contour Still-Life – (Due for review on February 9) 1 drawing, Do this assignment in your 18 x 24 inch white drawing paper pad using all of your lumograph pencils and your

charcoal pencils, focus on describing the volume of the objects within your still-life using contour and cross contour lines, not using shading, due for final grade as a part of the Midterm Portfolio during Midterm week, March 7 & 9

Project 3 - Linear Perspective and Light – (due for in-progress critique on February 23) 1 drawing that is a minimum of 18 x 24 inches on your white drawing paper pad. You have been studying the effect of light and shadow on 3D geometric forms, so rely on that knowledge, as well as your knowledge of 1 and 2 point perspective to draft several geometric objects that are connected to each other, illustrate the effect of light on each form and do not forget cast shadows, due for informal critique on February 23, only one more week until Midterms! Project 3 is due for a grade as a part of the Midterm Portfolio during Midterm week, March 7 & 9

Project 4 - Atmospheric Perspective – (due for review on April 4) 1 drawing on paper no smaller than 18 x 24 inches. I recommend executing the drawing using a sheet of the 18 x 24 inch white drawing paper pad, you will work from a still-life as your visual reference, but you will use the principles of atmospheric perspective to achieve a sense of exaggerated depth within the environment of your still-life drawing. Project 4 is due for a grade as a part of the Final Portfolio during Finals week, May 9 & 11

Project 5 - Abstract Composition – (due for review on April 18) 1 drawing on any kind of surface you can think of, drawing paper, cardboard, prepared wood, prepared cloth, canvas, try to branch out and challenge your understanding of what can be drawn on, consider the concepts of compositional dynamics, the drawing must be created on a surface of at least 18 x 24 inches. Project 5 is due for final grade as a part of the Final Portfolio during Finals week, May 9 & 11

Project 6 - Self-Portrait with Unified Shadow – (due for in-progress critique on May 2) 1 drawing on a surface the size of 18 x 24 inches minimum, I recommend using a sheet of your white drawing paper, or newsprint paper, if you are interested in using a different type of paper then I am open to discussing your ideas. Project 6 is due for a grade as a part of the Final Portfolio during Finals week, May 9 & 11

#### Expectations and Policies

**There will be Midterm and Final Critiques** and all the required materials for the Midterm Portfolio and Final Portfolio are due on these dates. The **Midterm Critique** will take place the week of March 7 and 9, Midterm Critique will be scheduled for both class sessions for this week, there will be a sign-up sheet available so students can reserve which day of that week they would like to present their work. **Final Critique** will be scheduled for May 9 & May 11, the last Wednesday of class. **ALL STUDENTS MUST ATTEND THESE CRITIQUE SESSIONS OR THEY RISK FAILING THE COURSE!** All the necessary materials required for a complete Midterm and Final Portfolio are due on their critique dates or else the student will not receive credit for the missing assignment. **No late work to these reviews will be accepted! You must show up to class on time at 10:30 am with your completed portfolio of work to receive credit for the work.**

**Late Drawings:** Drawings that were considered late at the time of their REVIEW (earlier in the semester) must still be turned in with the completed portfolio it is associated with. Drawings that are late for the review date cannot earn full credit, but they will help the student earn points towards the completed Midterm or Final Portfolio as long as the drawings are finished. **DO NOT FORGET THAT THE MIDTERM**

**PORTFOLIO CAN ONLY CONTAIN DRAWINGS FROM THE FIRST-HALF OF THE SEMESTER AND THE FINAL PORTFOLIO CAN ONLY CONTAIN DRAWINGS ASSIGNED DURING THE SECOND HALF OF THE SEMESTER.**

**Class Attendance and Participation: Class Participation** is the other important thing to consider when thinking about your grade for the semester. Class participation includes being involved in the critique discussions, being respectful of fellow students, showing respect for and paying attention to your instructor, putting forth great effort during class while working on assignments, and being on time and ready to work for the beginning of each class.

Attendance is critically important to the success of a student in this class, whether a student is an audit or credit student. If a student misses 4 class sessions, 2 full weeks of class, that student is at risk of their overall semester grade being lowered a letter grade. If you miss 5 class sessions then you should consider dropping the course as you are unlikely to pass. Students who miss class are responsible for figuring out what they missed and completing the assignments that were assigned that class period.

**Class Hours and Arriving Late/Tardiness:** Every class session will begin at 10:30 am and conclude at 1:00 pm on Mondays and Wednesdays. You will be marked absent if you show up to class 30 minutes late or more. If you are tardy (5 – 10 minutes late or more on more than a couple of occasions I may give you one absence)

### **Expectations for Participation**

- 8 – 12 hours of time is required
- Students must submit their projects and assignments on time
- Students must be active participants in all critiques final and in-progress
- Students must have the materials listed on the materials list at all times
- Students are expected to use their UNM email not their personal email
- Students need to inform instructors when they feel like there are issues occurring in the class that may be preventing one or more students from learning or participating
- If a student does not understand an assignment or a project it is the student's responsibility to inform the faculty member, not completing work due to a lack of understanding is unacceptable
- Students are expected to address technical problems immediately

### ***Classroom etiquette and/or netiquette:***

- Show your faculty the respect they have earned.
- Be courteous. Refrain from inappropriate language.
- Learn about, understand, and support your classmates.
- Do not make sexist, racist, homophobic, or other insensitive comments.
- Value the diversity among your classmates.

- Encourage others to develop and share their ideas.
- Challenge others constructively with the intent of expanding discussion.
- Be open to being challenged on your ideas.
- Do not demean or embarrass others.
- Consider your comments before you post or speak them.

## Course Calendar (subject to change at the faculty's discretion)

Below is a detailed schedule of the dates that this class shall meet during the semester

### Week 1 – Intro & Blind and Sustained Contour/Mass & Line Gesture

January 16 – MLK DAY Campus Closed

January 17 – First Day of Class

- Intro/Presentation
- Blind and Sustained contour demo
- **Homework:** everyone must purchase all the materials that are contained within the Drawing 1 Materials List that can be found after this Course Calendar in the syllabus. Have with you in class on Monday with your 3 charcoal pencils, vine charcoals, drawing board, your newsprint pad, and a kneaded eraser

January 19

- Demo of Mass & Line Gesture
- Students will work on Mass and Line Gesture Drawings during class
- Mass & Line Gesture
- **Homework:** work on the Mass and Line Gesture Homework due for review on January 26, begin making drawings in your sketchbook

### Week 2 – Sighting – Project 1, Linear Perspective 1 – Rectangles & Cubes 1 and 2-Point Perspectives

January 24

- Sighting
- Students will work from a still-life during class practicing the technique of sighting
- **Project 1: Still-Life According to Sighting** is assigned and is due for review on January 31 at the beginning of class
- **Homework:** work on Project 1: Still-Life According to Sighting which is due for review on January 31

January 26



- Review of everyone's Mass and Line Gesture homework
- Rectangles and Cubes
- In class: 1 Point Perspective Hallway Drawing
- **Homework:** work on still-life drawings and drawings of interior spaces within your home, pay attention to how the rules of perspective are working within your drawings of the still-life objects/interior spaces, complete a drawing on at least 4 different sketchbook pages, think about your composition when setting up your still-life or setting up to draw an interior space (the rule of thirds, dynamic compositions, balance)

### **Week 3 - Linear Perspective 1 - Cylinders, Ellipses - 1 and 2-Point Perspectives -Contour and Cross Contour – Project 2**

January 31

- Discussion of everyone's work on Project 1: Still-Life According to Sighting
- Demo of Cylinders and Ellipses
- In class: 2 Point Perspective drawing of a large box/boxes
- **Homework:** Work on the Intro to Perspective Homework which is due for review on February 7

February 2

- Demo of contour and cross contour line
- **Project 2: Contour and Cross Contour Still-Life** is assigned and due for review on February 9
- Students will work during class from a still-life set up for their work on Project 2
- **Homework:** execute 3 to 4 sketchbook pages worth of contour and cross drawings of objects, hands, feet, anything of your choosing but the drawings must be made from observation

### **Week 4 - Descriptive Line - Contour and Cross Contour – Project 2 – Light & Shadow on Form**

February 7

- No demo scheduled
- Review of Intro to Perspective Homework
- Students will work on Project 2: Contour and Cross Contour Still-Life during class
- **Homework:** Continue working on sketches in your sketchbook, remember that every page front and back of your sketchbook must contain a drawing by the end of the semester

February 9

- Discussion on everyone's work on Project 2: Contour and Cross Contour Still-Life
- Demonstrations of Light and shadow on Cubes, Spheres, Cones and cast shadows (Shading and Hatching)

- Value Scale Demonstration: Introduction to 4-color conti
- **Homework:** 1 still-life drawing on 1 sketchbook page, 1 page of imagined geometric forms with an imagined light source, 1 – 2 pages of imagined interior and exterior spaces with an imagined light source

### **Week 5 - Light and Shadow on Form (Shading, Hatching, Cross Hatching) – Linear Perspective and Light – Project 3**

February 14

- Demonstration of Light and Shadow on Cubes, Spheres, Cones and cast shadows (Cross Hatching)
- **Homework:** Continue working in your sketchbook, the first 24 sketches are due at Midterm Critique

February 16

- **Project 3: Linear Perspective and Light** is assigned and due for in-progress critique on February 23
- **Homework:** Continue working on Project 3: Linear Perspective and Light, keep adding drawings to your sketchbook, think about the way that light and shadow affect the forms that you are observing as you create drawings in your sketchbook

### **Week 6 - Linear Perspective 2 – Project 3: Linear Perspective and Light**

February 21

- Continue working on Project 3: Linear Perspective and Light project in class
- **Homework:** Continue working on Project 3: Linear Perspective and Light project

February 23

- In-progress critique on everyone's work for Project 3
- Continue working on Project 3 in class
- **Homework:** Continue working on Project 3 and continue filling your sketchbooks with drawings, 24 pages of your sketchbook must contain drawings by Midterm Critique

### **Week 7 - Project 3: Linear Perspective and Light**

February 28

- Work on finishing up Project 3: Linear Perspective and Light
- Complete your work for every project, homework, or sketchbook requirement going into Midterm Critique next week

- **ALL MATERIALS REQUIRED FOR THE MIDTERM PORTFOLIO ARE DUE FOR MIDTERM CRITIQUE OR ELSE YOU CANNOT RECEIVE CREDIT FOR THE MISSING WORK**

March 2

- Work on finishing up Project 3: Linear Perspective and Light
- Work on tuning up any other drawings that are expected to be turned in with the Midterm Portfolio
- **ALL MATERIALS REQUIRED FOR THE MIDTERM PORTFOLIO ARE DUE FOR MIDTERM CRITIQUE OR ELSE YOU CANNOT RECEIVE CREDIT FOR THE MISSING WORK**

### **Week 8 – MIDTERM WEEK – MIDTERM PORTFOLIO IS DUE**

March 7

- **We will critique the work of those students scheduled to present on this day**
- **All the contents for the Midterm Portfolio are due on this day**

March 9

- **We will critique the work of those students scheduled to present on this day**
- **All the contents for the Midterm Portfolio are due on this day**

### **SPRING BREAK WEEK – March 13 - 19**

March 14 – No class, campus is closed

March 16 – No class, campus is closed

### **Week 9 - Textural Surfaces, Reflective, Matte, Cloth & Mark Making**

March 21

- Demonstration on how to achieve the visual effect of certain textures (Reflective and Matte)
- **Homework:** 2 - 4 pages of sketchbook drawings of observed and imagined textures, due for review on an individual basis on March 28

March 23

- Demonstration on how to complete the Mark Making Homework
- Students may work on their homework involving drawing textures during class
- Students are encouraged to bring an object to class that has a texture that intrigues them to use as a reference for the texture drawing homework
- **Homework:** Mark Making Homework due for review on individual basis on 3/30

## Week 10 - Atmospheric Perspective - Project 4: Atmospheric Perspective

March 28

- I will look at your sketchbook drawings of observed and imagined textures individually
- Demonstration covering the principles of Atmospheric Perspective
- Project 4: Atmospheric Perspective is assigned and due for review on April 4
- Begin working on Project 4
- **Homework:** 2 pages worth of sketches/drawings displaying the principles of Atmospheric Perspective, use still-lives or exterior settings or interior settings as reference for these sketches/drawings, execute these in your sketchbook

March 30

- No demonstration scheduled
- Marm Making Homework is due for review on individual basis
- Students will work on Project 4: Atmospheric Perspective
- **Homework:** Continue making sketches in your sketchbook that play with the rules of atmospheric perspective, using still-life setups/objects, interior/exterior spaces, landscapes, always consider your composition, the rule of thirds, dynamic composition, balance

## Week 11 – Positive and Negative Space

April 4

- Review of everyone's work for Project 4: Atmospheric Perspective
- Students will work on the Positive and Negative Space Assignment during class
- **Homework:** Continue adding drawings to your sketchbook

April 6

- Students will work on the Positive and Negative Space Assignment during class
- **Homework:** Continue adding drawings to your sketchbook, every sketchbook page front and back must contain a drawing by Final Critique

## Week 12 – Abstract Composition – Project 5: Abstract Composition

April 11

- Demonstration on how to make an Abstract Composition using a variety of drawing tools and techniques to achieve different effects, Dynamic Composition
- Project 5: Abstract Composition due for review on April 18

April 13

- No demonstration scheduled
- Students will work on Project 5: Abstract Composition during class
- **Homework:** 3 – 4 pages worth of drawings of abstract compositions in your sketchbooks, use any combinations of the drawing materials from the materials packet that you want, **Artists to consider:** Wassily Kandinsky, Jackson Pollock, Julie Mehretu, Cecily Brown (when you work always think about turn your sketches all 4 ways as you work to check that they are dynamic from all directions)

### **Week 13 – Introduction to the Human Skull – Frontal, Profile, ¾ View**

April 18

- Quick discussions on individual basis about everyone's work on Project 5: Abstract Composition
- Demonstration of Proportions of the Human Skull from the Frontal, Profile, & 3/4 view
- **Homework:** Drawings of Human Skull - Frontal, Profile, 3/4 View, 3 drawings done on 18 x 24 inch newsprint sheets & 1 drawing on Brown Butcher Paper (some form of toned paper) due for review on April 25 (on an individual basis)

April 20

- Continue working on Drawings of Human Skull - Frontal, Profile, 3/4 View, 3 drawings done on 18 x 24 newsprint sheets & 1 drawing done on Brown Butcher Paper
- **Homework:** Continue working on The Drawings of the Human Skull Homework, continue filling your sketchbook with drawings, practice some portraits/self portraits from life

### **Week 14 - Self-Portrait with Unified Shadow – Project 6: Self-Portrait with Unified Shadow**

April 25

- Demonstration on how to set up to work on a self-portrait with a unified shadow
- Students begin ideation for their work for Project 6: Self-Portrait with Unified Shadow, I will check your sketchbooks at the end of class
- I will review everyone's Drawings of the Human Skull Homework individually
- Project 6: Self-Portrait with Unified Shadow is due for an in-progress critique on May 2
- **Homework:** Continue working on your composition for Project 6, keep filling your sketchbook up with drawings, do a few master copies of self-portraits with a unified shadow

April 27

- No demonstration scheduled
- Students will continue working on Project 6: Self-Portrait with Unified Shadow during class

## **Week 15 – Self-Portrait with Unified Shadow – Project 6: Self-Portrait with Unified Shadow**

May 2

- In-progress critique on everyone's work for Project 6: Self-Portrait with Unified Shadow
- No demonstration is scheduled
- Students will continue working on Project 6: Self-Portrait with Unified Shadow during class
- **Homework:** Continue filling your sketchbook with drawings, all 24 pages front and back of the sketchbook are due on the day of Final Critique

May 4

- No demonstration is scheduled
- Students will continue working on Project 6: Self-Portrait with Unified Shadow during class
- **Homework:** Continue filling your sketchbook with drawings, all 24 pages front and back of the sketchbook are due on the day of Final Critique

## **Week 16 – FINALS WEEK!**

May 9

- We will critique the work of the students scheduled to present on this day
- Make sure you bring all the contents of the **Final Portfolio** to class

May 11

- We will critique the work of the students scheduled to present on this day
- Make sure you bring all the contents of the **Final Portfolio** to class

### **Drawing I Materials List**

- 1 of each listed item is required for 1 student to have a full set of materials
- General's charcoal pencil - 2B Black
- General's charcoal pencil - 6B black
- General's charcoal pencil – white
- Staedtler Mars Lumograph pencil 6B
- Staedtler Mars Lumograph pencil 2B
- Staedtler Mars Lumograph pencil 2H
- Grumbacher V9 Vine charcoal jumbo (extra thick) size, 2 sticks, should come in a pack
- Nitram Charcoal Soft Round 8 mm, box of 5 sticks
- Conte a Paris conte stick set of four (black, white, sanguine, bistre)
- Tortillons 3/16", pack of 6
- 18"x24" Strathmore 400series. medium surface drawing pad, #400-8
- 18"x24" Strathmore newsprint pad 300 series, 60 sheets, #307-318
- 9" x 12" Canson Classic Cream Drawing pad, #100510973
- General's Jumbo Kneaded eraser

- Pink Pearl Eraser
- Staedtler Mars plastic eraser, #526-50
- 24" Metal ruler
- Drawing board with clips 26" x 23"
- Mesh bag 20" x 26"

## UNM POLICIES

COVID-19 Health and Awareness. UNM is a mask friendly, but not a mask required, community. To be registered or employed at UNM, Students, faculty, and staff must all meet UNM's [Administrative Mandate on Required COVID-19 vaccination](#). If you are experiencing COVID-19 symptoms, please do not come to class. If you have a positive COVID-19 test, please stay home for five days and isolate yourself from others, per the [Centers for Disease Control \(CDC\) guidelines](#). If you do need to stay home, please communicate with me at seckert1@unm.edu; I can work with you to provide alternatives for course participation and completion. UNM faculty and staff know that these are challenging times. Please let me, an advisor, or another UNM staff member know that you need support so that we can connect you to the right resources. Please be aware that UNM will publish information on websites and email about any changes to our public health status and community response.

Support:

PASOS Resource Center (505) 925-8546, <mailto:pasos@unm.edu>. The Resource Center is an on-campus center that serves as a “one-stop” for all non-academic needs of UNM-Valencia students.

Student Health and Counseling (SHAC) at (505) 277-3136. If you are having active respiratory symptoms (e.g., fever, cough, sore throat, etc.) AND need testing for COVID-19; OR If you recently tested positive and may need oral treatment, call SHAC.

LoboRESPECT Advocacy Center (505) 277-2911 can offer help with contacting faculty and managing challenges that impact your UNM experience.

### **Equal Opportunity and Non-Discrimination**

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered “responsible employees” by the [Department of Education](#) (see pg. 15). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the [Office of Equal Opportunity](#).

[Read more about campus policy regarding sexual misconduct.](#)

To meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered “responsible employees.” This designation requires that any report of gender discrimination, which includes sexual harassment, sexual misconduct and sexual violence, made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office Compliance, Ethics and Equal Opportunity ([ceeo.unm.edu](http://ceeo.unm.edu)). For more information on the campus policy regarding sexual misconduct and reporting, see: <https://policy.unm.edu/university-policies/2000/2740.html>.

Our classroom and our university should always be spaces of mutual respect, kindness, and support, without fear of discrimination, harassment, or violence. Should you ever need assistance or have concerns about incidents that violate this principle, please access the resources available to you on campus. Please note that, because UNM faculty, TAs, and GAs are considered "responsible employees" any disclosure of gender discrimination (including sexual harassment, sexual misconduct, and sexual violence) made to a faculty member, TA, or GA must be reported by that faculty member, TA, or GA to the university's Title IX coordinator. For more information on the campus policy regarding sexual misconduct and reporting, please see: <https://policy.unm.edu/university-policies/2000/2740.html>.

### **Copyright Issues**

All materials in this course fall under copyright laws and should not be downloaded, distributed, or used by students for any purpose outside this course.

[The UNM Copyright Guide](#) has additional helpful information on this topic.

### **Accessibility and Accommodations**

The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodations of their disabilities. If you have a disability requiring accommodation, please contact:

- [UNM-Valencia Student Services](#) if you are a Valencia campus student. The phone number is 505-925-8560
- [UNM Accessibility Resource Center](#) in 2021 Mesa Vista Hall if you are a main campus student. The phone number is 505-277-3506.

Information about your disability is confidential and your instructor cannot refer you for accommodations. Be aware that you will need to provide documentation. If you need assistance in obtaining documentation, the offices above can assist you.

### **Accessibility Statements**

[Microsoft's Accessibility statement](#)



*Include links to accessibility statements for all other technologies included in the course.*

Accommodations: UNM is committed to providing equitable access to learning opportunities for students with documented disabilities. As your instructor, it is my objective to facilitate an inclusive classroom setting, in which students have full access and opportunity to participate. To engage in a confidential conversation about the process for requesting reasonable accommodations for this class and/or program, please contact The [UNM-Valencia Equal Access Services](#) (Sarah Clawson, Coordinator), at (505) 925-8840 or by email at [sjclawson@unm.edu](mailto:sjclawson@unm.edu).

Support:

#### UNM-Valencia Learning Commons (Tutoring)

Tutoring is available to you in math, science, writing, and other subjects through the Learning Commons: Learning and STEM Centers and Writing Center. In person tutoring is in these centers in the LRC (the building that also has the library). Tutoring in Zoom and, for writing, through email, is also available.

Making use of tutoring is a fantastic way to use your resources and set yourself up to learn deeply and well in your courses.

To schedule an appointment, please go to: [Learning Commons Bookings](#)

If you are making an email appointment with the Writing Center, email your draft to [tutor@unm.edu](mailto:tutor@unm.edu) after you fill out the form above.

If you have difficulty with the scheduling link above, would like an appointment in a subject not listed at that link, or have a question, email [tutor@unm.edu](mailto:tutor@unm.edu). You'll get answers during business hours Monday through Friday.

The webpage, with more details about available hours, is here: [Learning Commons: Tutoring Services webpage](#).

Center for Academic Program Support (CAPS). Many students have found that time management workshops can help them meet their goals (consult ([CAPS](#)) website under "services").

#### **Academic Integrity**

You should be familiar with UNM's [Policy on Academic Dishonesty](#) and the [Student Code of Conduct](#) which outline academic misconduct defined as plagiarism, cheating, fabrication, or facilitating any such act. Academic Integrity for Arts and Studio-based courses will be on Learn.

#### **Drop Policy:**

*UNM Policies: This course falls under all UNM policies for last day to drop courses, etc. Please see or the UNM Course Catalog for information on UNM services and policies. Please see the*

*UNM academic calendar for course dates, the last day to drop courses without penalty, and for financial disenrollment dates.*

### **Credit-hour statement**

This is a three credit-hour course. Class meets for two 150-minute sessions of direct instruction for fifteen weeks during the Fall 2022 semester. Please plan for a *minimum* of 8 - 12 hours of out-of-class work (or homework, study, assignment completion, and class preparation) each week.

Land Acknowledgement: Founded in 1889, the University of New Mexico sits on the traditional homelands of the Pueblo of Sandia. The original peoples of New Mexico Pueblo, Navajo, and Apache since time immemorial, have deep connections to the land and have made significant contributions to the broader community statewide. We honor the land itself and those who remain stewards of this land throughout the generations and also acknowledge our committed relationship to Indigenous peoples. We gratefully recognize our history.

Faculty Resource: Information provided by UNM's Division for Equity and Inclusion can support building an inclusive classroom, <https://diverse.unm.edu/education-and-resources/programs/index.html>.

Citizenship and/or Immigration Status: All students are welcome in this class regardless of citizenship, residency, or immigration status. Your professor will respect your privacy if you choose to disclose your status. As for all students in the class, family emergency-related absences are normally excused with reasonable notice to the professor, as noted in the attendance guidelines above. UNM as an institution has made a core commitment to the success of all our students, including members of our undocumented community. The Administration's welcome is found on our website: <http://undocumented.unm.edu/>.

Respectful and Responsible Learning: We all have shared responsibility for ensuring that learning occurs safely, honestly, and equitably. Submitting material as your own work that has been generated on a website, in a publication, by an artificial intelligence algorithm, by another person, or by breaking the rules of an assignment constitutes academic dishonesty. It is a student code of conduct violation that can lead to a disciplinary procedure. *Please ask me for help in finding the resources you need to be successful in this course. I can help you use study resources responsibly and effectively.* Off-campus paper writing services, problem-checkers and services, websites, and AIs can be incorrect or misleading. Learning the course material depends on completing and submitting your own work. UNM preserves and protects the integrity of the academic community through multiple policies including policies on student grievances (Faculty Handbook D175 and D176), academic dishonesty (FH D100), and respectful campus (FH CO9). These are in the *Student Pathfinder* (<https://pathfinder.unm.edu>) and the *Faculty Handbook* (<https://handbook.unm.edu>).

Support: Many students have found that time management workshops or work with peer tutors can help them meet their goals. These and are other resources are available

through [PASOS](#) (Pathways to Articulation and Sustainable Opportunities for Students), [TRIO Student Support Services](#), and [Student Learning Support](#) at the Center for Teaching and Learning.

Connecting to Campus and Finding Support: UNM has many resources and centers to help you thrive, including [opportunities to get involved](#), [mental health resources](#), [academic support including tutoring](#), [resource centers](#) for people like you, free food at [Valencia Campus Food Pantry](#), and [jobs on campus](#). Your [advisor](#), staff at the [resource centers](#) and [Academic Affairs Office](#), and I can help you find the right opportunities for you.

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Instructors across UNM campuses have boosted academic outcomes and positive engagement by drawing on the Student Experience Project—a UNM-tested and research-based approach to building an inclusive classroom. You can find SEP practices in the [SEP Resource Hub](#), including information in the [First Day Toolkit](#) on designing a welcoming and equitable syllabus.

We continue to serve one of the most diverse student bodies in the country, including high percentages of students of color, transfer, first generation, and financially stressed students. We proudly provide our students with a pathway and access to an R1 education. Instructors can be especially effective in supporting students to course completion by providing timely, specific, and supportive feedback; fostering community and connection in the classroom; and normalizing the use of support resources. Thank you for your hard work in teaching our Lobos.

Dr. Pamela Cheek, Associate Provost for Student Success

Office of the Provost and EVP for Academic Affairs. [pcheek@unm.edu](mailto:pcheek@unm.edu).

## **UNM RESOURCES**

- [UNM Valencia Campus Tutoring Services](#)
- [UNM Main Campus CAPS Tutoring Services](#)
- [UNM-Valencia Library](#)
- [UNM Libraries](#)
- [“Life” Resources available to UNM-Valencia Students](#)
- [Student Health & Counseling \(SHAC\) Online Services](#)

## **FOR MILITARY-CONNECTED STUDENTS**

There are resources on campus designed to help you succeed. You can approach any faculty or staff for help with any issues you may encounter. Many faculty and staff have completed the GREEN ZONE training to learn about the unique challenges facing military-connected students. If you feel that you need help beyond what faculty and/or staff can give you, please reach out to the Veterans Resource Center on main campus at 505-277-3181, or by email at [vrc@unm.edu](mailto:vrc@unm.edu). The Veterans Coordinator at UNM- Valencia is in the Student Services Office, at 505-925-8560.