Eastern Illinois University
New Course Proposal
ART 1001, Drawing II

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

Gray boxes (except check boxes) will expand as you type in them.

Please check one: X New course Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000: Art 1001
2. Title (may not exceed 30 characters, including spaces): Drawing II
3. Long title, if any: no longer title
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:0-6-3
5. Term(s) to be offered: X Fall X Spring □ Summer □ On demand
6. Initial term of offering: X Fall X Spring □ Summer □ Year 2007
7. Course description (not to exceed four lines): Instruction in drawing from observation, intermediate drawing concepts, and techniques in color and black and white media.
8. Registration restrictions:
   a. Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course). none
   b. Prerequisite(s), including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.
   prerequisites: Prerequisite – Art 1000, Drawing I
      a. Who can waive the prerequisite(s)?
         □ No one X Chair □ Instructor □ Advisor □ Program Coordinator □ Other (Please specify)
      b. Co-requisites (course(s) which MUST be taken concurrently with this one): none
      c. Repeat status: X Course may not be repeated.
         □ Course may be repeated to a maximum of hours or times.
   d. Degree, college, major(s), level, or class to which registration in the course is restricted, if any: none
e. Degree, college, major(s), level, or class to be excluded from the course, if any: none
9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] none
10. Grading methods (check all that apply): X Standard letter □ C/NC □ Audit □ ABC/NC (“Standard letter”—i.e., ABCDF--is assumed to be the default grading method unless the course description indicates otherwise.)
11. Instructional delivery method: Lab Course (This is a drop-down menu.)
PART TWO: ASSURANCE OF STUDENT LEARNING
(See the CAA website for examples of items 1, 2, and 3.)

1. List the student learning objectives of this course:
   1. Introduction to use of color in drawing, in practice and theory
   2. Students will continue evolving:
      • their use of descriptive types of line, including gesture, sketching and contour.
      • their ability to perceive, recognize and draw the structure of observed objects.
      • their ability to compose objects as they relate to the picture plane, by using the organizing principles of design.
      • their ability to draw objects with an awareness of the elements of design (line, shape, value, texture, figure/ground).
      • their knowledge of basic drawing methods, such as: contour line drawing, gesture line drawing, light and shade, additive/subtractive drawing, hatching, linear perspective, and toned paper drawing.
      • their knowledge of linear perspective.
      • a level of craftsmanship in their finished drawings and presentation that is appropriate according to project criteria and professional standards.
   3. Students will be introduced to drawing the human form and will demonstrate, in drawing, an ability to perceive, recognize and draw the subtleties and proportions of the human form.
   4. Students will demonstrate their ability to analyze drawings using appropriate vocabulary during individual and class critiques. In addition, students will demonstrate their understanding of the approved vocabulary for this course by passing a quiz.

   a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:
      Does not apply
      • EIU graduates will write and speak effectively.
      • EIU graduates will think critically.
      • EIU graduates will function as responsible citizens.

   b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:
      Does not apply
      • Depth of content knowledge
      • Effective critical thinking and problem solving
      • Effective oral and written communication
      • Advanced scholarship through research or creative activity
2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:
   - 2 Portfolio reviews of in-class work, one midterm, one final
   - Minimum of 6 Homework assignments consisting of out of class drawings
   - 1 Quiz
   - Sketchbook reviews
   - Minimum of 6 Critiques where verbal skills are evidenced
   - Grading should be on-going throughout the semester

3. Explain how the instructor will determine students’ grades for the course:
   Instructor will determine student grades based on the following table:

<table>
<thead>
<tr>
<th>Evaluative measures</th>
<th>Portfolios, midterm and final 40%, ex. (80/200)</th>
<th>Homework &amp; assigned drawings 30% (60/200)</th>
<th>Quiz 10% (20/200)</th>
<th>Critique and verbal skills 10% (20/200)</th>
<th>Sketchbook 10% (20/200)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will demonstrate use of color in drawing.</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Students will continue evolving their use of descriptive types of line, including gesture, sketching and contour.</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Students will continue evolving their ability to perceive, recognize and draw the structure of observed objects.</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Students will continue evolving ability to compose objects as they relate to the picture plane, by using the organizing principles of design.</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Students will continue evolving ability to draw objects with an awareness of the elements of design (line, shape, value, texture, figure/ground).</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Students will continue evolving knowledge of basic drawing methods, such as: contour line drawing, gesture line drawing, light and shade, additive/subtractive drawing, hatching, linear perspective, and toned paper drawing.</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Students will continue evolving knowledge of linear perspective.</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Students will continue evolving a level of craftsmanship in their finished drawings and presentation that is appropriate according to project criteria and professional standards.</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Students will be introduced to drawing the human form and will demonstrate, in drawing, an ability to perceive, recognize and draw the subtleties and proportions of the human form.</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Students will demonstrate their ability to analyze drawings using appropriate department vocabulary during individual and class critiques. In addition, students will demonstrate their understanding of the approved vocabulary for this course by passing a quiz.</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
   Does not apply
   a. Describe how the format/technology will be used to support and assess students’ achievement of the specified learning objectives:
   b. Describe how the integrity of student work will be assured:
   c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include: Does not apply
   a. course objectives;
   b. projects that require application and analysis of the course content; and
   c. separate methods of evaluation for undergraduate and graduate students.

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)
   Does not apply

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course’s content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content “units” are sufficiently equivalent to the traditional on-campus semester hour units of time described above. The course meets for 15 weeks totaling 30, 150 minute class periods
Sample course outline:

<table>
<thead>
<tr>
<th>Week</th>
<th>Concepts and subject</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Discussion review of black and white values, still life</td>
<td>Charcoal</td>
</tr>
<tr>
<td>2.</td>
<td>Monochromatic color, still life</td>
<td>Pastel</td>
</tr>
<tr>
<td>3.</td>
<td>Color wheel, color temperature, cool, warm, compliments, shadows and highlights, still life</td>
<td>Pastel</td>
</tr>
<tr>
<td>4.</td>
<td>Color mixing and triadic harmonies, still life</td>
<td>Pastel</td>
</tr>
<tr>
<td>5.</td>
<td>Expanded palette color mixing. Review color as emphasis, unity, and balance, still life with skull/skeleton</td>
<td>Pastel</td>
</tr>
<tr>
<td>6.</td>
<td>Expanded Palette, still life with skull/skeleton</td>
<td>Pastel</td>
</tr>
<tr>
<td>7.</td>
<td>Midterm Portfolio reviews</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>2 color, hatching, review color saturation, textural, and pattern effects, drapery</td>
<td>Color pencil-small scale work</td>
</tr>
<tr>
<td>9.</td>
<td>Full palette cross hatching, review color saturation, textural, and pattern effects, drapery with object</td>
<td>Color pencil-small scale work</td>
</tr>
<tr>
<td>10.</td>
<td>Monochromatic color as symbolism, expression, Facial proportions, self portrait</td>
<td>Introduce wet media</td>
</tr>
<tr>
<td>11.</td>
<td>Primary color mixing, color as symbolism, expression, figure proportions</td>
<td>Wet media</td>
</tr>
<tr>
<td>12.</td>
<td>Review color learning, figure</td>
<td>Wet media</td>
</tr>
<tr>
<td>13.</td>
<td>Review and use color concepts, long term complex drawing</td>
<td>Choice of media</td>
</tr>
<tr>
<td>14.</td>
<td>Review and use color concepts, long term complex drawing</td>
<td>Choice of media</td>
</tr>
<tr>
<td>15.</td>
<td>Final Portfolio reviews</td>
<td></td>
</tr>
</tbody>
</table>

**PART IV: PURPOSE AND NEED**

1. Explain the department’s rationale for developing and proposing the course. ART 1001 is being proposed as a second drawing course that is a continuation of the experiences of Art 1000. This course introduces a variety of color media.
   a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.  
      **Does not apply**
   b. If the course or some sections of the course may be technology delivered, explain why.  
      **Does not apply**

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.  
   This course is a continuation of experiences and skills attained in Art 1000, which is prerequisite. This is a freshman level course that is the basis for many other courses in the Art Department. No co-requisites. Restrictions insure majors and minors are accommodated.

3. If the course is similar to an existing course or courses, justify its development and offering.
   a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.
      **Course does not duplicate any other course currently offered.**
b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.

No course will be deleted from curriculum. Most art foundations programs, including the University of Illinois, Southern Illinois University at Carbondale, Western Illinois University and Northern Illinois University, require a two course sequence in drawing. The Illinois Articulation Initiative includes a Drawing II course as part of the core components of an education in Fine Art. The studio, graphic design and art education faculty are supportive of this new course proposal, as it will provide students with additional drawing experience and practice. Drawing II will provide a defined place in the curriculum for the instruction of color usage in the studio area.

4. Impact on Program(s):

a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective. This course is required for all Studio Art and Graphic Design majors.
   - For the 2D Studio Art Option, Art 1001 is added to the required courses.
   - For the 3D Studio Art Option, Art 1001 is added to the required courses.
   - For the Graphic Design Option, Art 1001 is added to the required courses.
   - For Art Education, Art 1001 is an approved elective
   - For Art Minor, Art 1001 is an approved elective

b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective. Does not apply

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:
   This course may be assigned Ann Coddington, Ke-hsin (Jenny) Chi, Katherine Bartel, Chris Kahler, Robert Horvath or any qualified member within the Art Department.
   If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

2. Additional costs to students:
   Students will be required to purchase supplies in the approximate amount of $100, including such items as Pastels, Colored Pencils, erasers, pencils, charcoal, and fixative. Along with this course, will be a proposed lab fee of $25, which will cover fine art papers.
   Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President’s Council.)

3. Text and supplementary materials to be used (Include publication dates):
PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

A community college course may be judged equivalent to this course.

PART VII: APPROVALS

Date approved by the department or school  December 8, 2006

Date approved by the college curriculum committee  February 7, 2007

Date approved by the Honors Council (if this is an honors course)  Not Applicable

Date approved by CAA  March 22, 2007

*In writing-active courses, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded – might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In writing-intensive courses, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In writing-centered courses (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).