

**University of Florida
School of Art & Art History
Fall 2014
ART 2936C Section 1070/1076
Sketchbook Development:
Making Creative Connections**

Online/E-Learning
Instructor: Patrick Grigsby
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***Office Hours**

Online and by appointment
OFFICE FAC 106
**Subject to change—consult E-learning for changes.*

EVALUATION:

**Sketchbooks and Online Assessment
Grading Criteria will involve such factors as:**

- Initiative—scope of undertaking:
 - Did quantity of drawings stimulate creative connections?
 - Is there evidence of original concepts?
- Improving Technical Ability
- Inventiveness
- Adherence to Assignment
- Continuity

NOTE: Each Sketchbook will have a specific grading rubric available through e-Learning

Grading format:

Percentages

The final grade calculation is based on the percentages assigned to 2 major sketchbooks for submission, online participation/discussions, online quizzes, Blog homework, site visits and documentation.

GRADE TRACKING:

Please consult E-learning for grade descriptions and feedback. Students can track their progress online.

Grade Deductions

Although the course does not require a specific meeting time, all online readings, blog postings, quizzes and site visits are time sensitive to deadlines listed on the weekly planner. Failure to meet deadlines may impact the final course grade negatively. Please consult e-learning regularly for calendar due dates and weekly quiz assessments.

THIS ONLINE COURSE REQUIRES A DEDICATED AMOUNT OF TIME AND REGULAR PARTICIPATION. Students are accountable for their level of activity throughout the semester.

Course Description:

This course is designed to activate sketchbook development as an instrument for making creative connections. Investigations into drawing, collaging and collecting will stimulate curiosity, inform experiments and expand creative habits. Students will explore image making, rehearse non-linear notation and seek creative associations from their quantity of evidence. Through learning modules on the dynamics of drawing, students will discover habits of the mind by enlisting creative practice. Online demonstrations, exercises, readings, quizzes, discussions and campus fieldtrips are required to extend these skills.

Students will make mixed media sketchbooks and post to online forums to examine the possibilities for creative sketchbook research—making connections to their developing areas of study.

OBJECTIVES

- To **develop** creative habits of the mind
- To **explore** a variety of drawing media
- To **investigate** drawing prompts and collections to make creative connections
- To **create** visual evidence of personal themes, associations and meaning
- To **expand** sketchbook practice into detailing where inspiration and influences begin
- To look, interpret, digest and respond

Methods of the Course:

This course involves online presentations, online library reserves, library site visits for film and published sketchbook viewing, field trips, and class blogging. Furthermore, the course will require that you work steadily as an independent researcher and contribute in the online classroom.

Each project will begin with a tutorial and description session including a detailed project outline in your required course pack sketchbook for reference.

Evaluation and Grading:

The final grade is a cumulative grade based on how well you accomplished course objectives and requirements.

- **Finished Sketchbooks (2).....55%**
 - **Sketchbook 1—25% (due November 14)**
 - **Site Specific/Project Book 2—30% (due December 10)**
 - **Class Participation (E-Learning, Blog, Discussions, etc.).....20%**
 - **Online Assessments/Quizzes (see course planner).....25%**
- 100%**

Sketchbook 1

- Found Drawings – Digital photos of found marks, systems and drawings
- Module Specific Drawings, Collages and Collections – Inventory quantity of drawings from module exercises

Site Specific/Project Book

- UF campus site specific idea/personal research development

REQUIRED SKETCHBOOKS and DRAWING SUPPLIES:

**Course Pack **mandatory and available for purchase after Drop/Add at:
TARGET COPY UNIVERSITY AVENUE**

Additional supplies may be needed during the term

**The artist materials supplied in the course pack are mandatory purchases to insure that every aspect of the course modules and online curriculum can be completed accordingly from remote locations. As with other UF resident, art studio courses, required art supplies are intended to be consumed on the projects for this class. The materials provided are specific to the sketchbook tasks for the semester, site-specific fieldwork and have been selected to avoid excessive art supplies costs. The instructor needs to know students have these materials at the ready and that project expectations can be met using appropriate tools.

Students must familiarize themselves with E-Learning, the online classroom environment and course learning tools such as Prezi, ISSUU and Blogger. Students will be required to post drawings online and make peer comments. There are a series of online quizzes to assess content absorption and activity.

Class Demeanor/Disruptive Behavior:

Students are expected to assist in maintaining an online classroom environment that is conducive to learning. Inappropriate behavior via blogs, chat or other course forums for feedback and interaction will not be tolerated.

Be advised that your online contributions can and will be moderated. Students who intentionally act to impair, interfere with, or obstruct the mission, purposes, order, operations, processes, and functions of the University shall be subject to appropriate disciplinary action.

***Cell Phones:**

Your smartphone is an amazing tool for online Sketchbook! Download the Free Blogger and VoiceThread Apps to engage quickly with the online course shell on E-Learning.
*Smartphones are not required, but dynamic tools for online contributions

Students with Jobs:

All classes in the School of Art & Art History have rigorous deadlines and specific schedules. If you are working a full time or demanding job schedule, you will need to develop time management strategies to meet project deadlines and fulfill campus field trips. **There are no special accommodations made for working students.**

HELPFUL RESOURCES

Students with Disabilities

I will make every attempt to accommodate students with disabilities. At the same time, anyone requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide you with the necessary documentation, which you must then provide to me when requesting accommodation. Information is available on their website, at <http://www.dso.ufl.edu/drc/>. Please speak with the instructor about any concerns.

Counseling Center

If you realize that financial, emotional or other situations are adversely affecting your performance in class and your chances for success, you are encouraged to seek help through the University Counseling & Wellness Center 3190 Radio Road, 352-392-1575
<http://www.counseling.ufl.edu/cwc/>

Participation and Attendance

Your participation in class will reflect your enthusiasm for the course. I expect everyone to be present both physically and mentally during online discussions, demos, and field trips. I expect all students to be courteous and considerate. Online participation will also be expected using E-Learning.

Participate by preparing engaging online contributions, soliciting responses, and encouraging constructive criticism on the varied E-Learning forums we will use. Consider comments received to gauge the effectiveness of your work. Examine the way your ideas change, evolve, and influence the next choices and concepts in your work. Your development making creative connections hinges on your ability to make effective choices and express ideas clearly.

Course Components and Requirements:

- E-Learning Participation
- Homework/"Home" Studio Practice with Sketchbook materials
- Research Outside E-Learning—visiting sites and exhibitions
- Field Work—drawing around campus and posting results
- Attention to deadlines to complete modules, site visits and quizzes
- Cooperative/Collaborative Activities—online peer interaction

You are expected to:

- Engage with the E-Learning course shell and materials daily; there is no way to work in your "home" studio without the course pack materials and computer access.
- Work on projects steadily and often. The course calendar outlines a model of success for hours and days in a week to work independently and around your other schedules. However, steady, regular "moments" of work spread out throughout the week will accelerate the evidence of idea chains and drawing. Materials costs will be kept to a minimum. Required materials and tools will be discussed at the beginning of each new project.
- Follow all safety procedures with art materials as demonstrated online when supplies are introduced.

ONLINE Attendance:

Progress in Sketchbook work online requires a dedicated and involved work habit. While our course does not meet in a classroom or have live online forums for lecture interaction, your attendance is monitored in how you attend to regularly participating, completing module assignments and quizzes. You must keep up with the course pack and online tools to pass this course successfully.

1. You must turn in your projects and complete assessments as specified in the syllabus or project outline on the date it is due. Work will not be accepted any time after the window of submission on E-Learning closes and those course components will receive an "E" grade.
2. If you foresee a problem in meeting a deadline, you must contact me PRIOR to the due date to make other arrangements. Failure to make any prior arrangements will result in a lowered grade on the project.

Make Up Policy

Students who have excused absence issues will be permitted opportunities to make up work due to unforeseen circumstances that impact online contributions and progress and should consult with faculty on methods to do so.

All Assignments require students to participate in collegial behavior, online discussions, forums and site-specific field trips. Project grades will reflect any and all lack of participation. Field trips will be assessed from the sketchbook pages and blog posts.

Late Work:

“Late projects beget more late projects”

A better practice is to submit work in its state of completeness on the due date, accept the grade situation and start the next project with a clean slate. Sketchbooks submitted any time after the due date will be graded down 20 points each additional day late beyond the assignment due date. An assignment 4 days late will receive an “E” grade.

The early projects in this course are weighted differently than the later projects to allow students the opportunity to address time management strategies to succeed. If absenteeism is sabotaging your success, please see the instructor for suggestions on how to improve.

Grade Scale Percentages

A91-100%

A- 90%

B+88-89%

B81-87%

B- 80%

C+78-79%

C71-77%

C- 70%

D+68-69%

D61-67%

D- 60%

E 59% and below

Grade Explanations

A = Superlative work: Careful attention to craft and presentation. Intent and execution of the piece work together in a significant and original way. Goes beyond merely solving the problem—one who performs at this level is visibly outstanding. Outstanding in every respect.

A- = Nearing Superlative work.

B+ = Very fine work: Almost superlative. A few minor changes could be made to bring the piece together. Again, goes beyond merely solving the problem.

B = Above average: Solution to the problem and idea well planned. Execution is well done. This is an honorable grade.

B- = Showing better than average progress.

C+ = A bit above average: Slipping in levels of originality, craft and presentation. The piece does not work well as a unified whole or statement, yet effort was made. Solid average work.

C = You have solved the problem: The requirements of the problem are met in a relatively routine way.

C- = Nearing average work while still needing attention to basic assignment criteria.

D+ = You have solved the problem: The requirements of the problem are met in a relatively routine way, but there is room for improving skills and concepts. Quite a bit of work may have gone into the assignment, but does it work?

D = Inadequate work: The requirements of the problem are not addressed. The piece represents careless and /or incomplete effort. Some criteria met, work substandard.

D- = Extremely inadequate work.

E = Unacceptable work and effort.

(A "C" represents satisfactory work, regular attendance, and successful accomplishment of the course.)

Note:

Overall effort and general attitude towards your work, and improvement during the semester will factor into your grade.

Grade Values for Conversion

| Grades | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | E |
|--------------|-----|------|------|-----|------|------|-----|------|------|-----|-----|---|
| Grade Points | 4.0 | 3.67 | 3.33 | 3.0 | 2.67 | 2.33 | 2.0 | 1.67 | 1.33 | 1.0 | .67 | 0 |

Academic Honesty, The Honor Code and

Student Conduct:

The University's policies regarding academic honesty, the honor code, and student conduct related to the honor code will be strictly enforced. Full information regarding these policies is available at the following links:

Academic Honesty:

<https://catalog.ufl.edu/ugrad/current/advising/info/student-honor-code.aspx#honesty>

Honor Code: <http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>

Student Conduct:

<https://catalog.ufl.edu/ugrad/current/advising/info/student-honor-code.aspx#conduct>

THIS CALENDAR IS AN OUTLINE OF THE SEMESTER—WEEKLY MESSAGES IN e-LEARNING WILL FILL IN DETAILS, EXPECTATIONS AND SITE VISIT INSTRUCTIONS. When the course is underway refer to weekly messages for most current details. Blog posts are required weekly.

Sketchbook Development: Making Creative Connections

***Creative studio practice will require consistent blocks of time. Designate an equivalent of at least 6 hours of time for e-learning modules, assessments and fieldwork each week. The calendar below models two weekly studio session time blocks for resident courses to help pace yourself.**

ALL ASSIGNMENTS WILL BE DELIVERED THROUGH E-LEARNING.

Module requirements are revealed via WEEKLY ANNOUNCEMENTS in E-learning on the dates they are assigned. Note times and dates for assessments and site visit windows. Dates are announced throughout the term when the instructor will visit site locations for optional personal meetings.

LEGEND FOR WEEKLY EXPECTATIONS (All lesson modules BEGIN in E-Learning)

- E-learning Links
- **E-learning Assessments—*subject to change*
- ☆ PREZI or ISSUU Online Presentations
- ▲ ARES/Smathers Libraries Online Reserves
- ✖ Smathers Library West Viewing Room Required
- 📍 Site Visits (site visits are on UF campus for resident access)
- 📎 Sketchbook Modules
- Due Dates
- 📊 iRubric Grading Rubric
- B Blog Activity

| Week | *Day 1 | *Day 2 |
|---|---|--|
| AUGUST 25 — AUGUST 29 | ☆ Orientation—Syllabus and Expectations Overview of Sketchbook, Course Expectations, Online Requirements & Supplies— <i>Sketchbook at Target Copy by conclusion of Drop/Add</i> ● Online Video Art 21: William Kentridge <i>Anything is Possible</i> ● Online Tutorial: <i>Found Drawings</i> ☆ Example Sketchbook <i>Laura Lynn Sperry</i> ▲ Excerpts from <i>Art & Fear</i> by Bayles and Orland ▲ Excerpts from <i>Outside Lies Magic</i> by John Stilgoe 📎 B Sketchbook Module 1 | PURCHASE COURSE PACK FROM TARGET COPY BEGINNING 8/30 OR WHEN ANNOUNCED ON eLEARNING 📍 B Site Visit: UF Century Tower Daily Recitals at 12:35pm and 4:55pm or check website for additional recitals and musical listings: http://www.arts.ufl.edu/carillon/recitalsandconcerts.shtml <i>(attend one daily recital weeks before end of the second week—find a location within 50 yards of the carillon tower of your choosing. Learn the course Blog—Add digital photos of your visit to Century Tower</i> |
| Week 1 Objectives: <ul style="list-style-type: none"> • Re-Learning How to Draw—Returning to a fearless play | | |
| SEPT. 1 — SEPT. 5 | 📎 B Sketchbook Module 2 Research Drawings ☆ PREZI Drawing Overview <i>Fearless lines</i> ▲ Excerpt from <i>The Creative Habit</i> by Twyla Tharp ☆ PREZI RESEARCH DRAWINGS <i>Heather Foster</i> ▲ Wikipedia Entry for Alexander Graham Bell | 📍 B Site Visit: Chemistry Lab Building (south side exterior wall) Public Art <i>Charles Fager</i> (exterior sculpture is visible 24 hours/day—view works within three days of assigned date) ▲ Wikipedia Entry for Gregor Mendel ●▲ Formulas for Drawing—Sol Lewitt |
| Week 2 Objectives: <ul style="list-style-type: none"> • What do we make art about? Where do we start? • Examine How Observation and Play Inform and Transform Research | | |
| SEPT. 8 — SEPT. 12 | MUST HAVE COURSE PACK FROM TARGET COPY BY THIS WEEK 📍 B Site Visit: HARN MUSUEM Investigate Kenneth Kerslake sketches and prints in the Permanent Collection Flat Files http://www.harn.ufl.edu/ (check website for hours—view works within ten days of assigned date) ▲ Wikipedia Entry for Alexander Graham Bell and Visual Speech ● Online Tutorial: <i>Specimen or Space Man?</i> | ● Online Tutorial: <i>Blind Contours</i> 📎 B Sketchbook Module 3 Blind Contours + Space Frames ▲ Excerpts from <i>Ways of Seeing</i> by John Berger |
| Week 3 Objectives: <ul style="list-style-type: none"> • Identify How Authenticity Impacts Invention and Research • Explore Contemporary Drawing Conventions—How Blind Contour Drawings accelerate your hand and release fears or drawing | | |
| SEPT. 15 — SEPT. 19 | ●📎 B Sketchbook Module 4 Field Drawings + Space Frames 📍 B Site Visit: UF Samuel P. Harn Museum of Art Investigate <i>Rory</i> by Deborah Butterfield in the Entryway http://www.harn.ufl.edu/ (check website for times to visit) | ✖ DVD on Reserve at Smathers Library West Reserve Desk: <i>Breaking the Maya Code</i> (view within three weeks of assigned date) |
| Week 4 Objectives: <ul style="list-style-type: none"> • Explore Contemporary Drawing Conventions—How Fields and Space Frames Enhance Sketchbook options • Materials, Systems and Evidence to Decipher meaning | | |
| SEPT. 22 — SEPT. 26 | ●📎 B Sketchbook Module 5 Permutations + Grid Frames 📍 B Site Visit: UF Samuel P. Harn Museum of Art Investigate <i>Old Man's Cloth</i> by El Anatsui in the Contemporary Collection http://www.harn.ufl.edu/ (check website for times to visit) | ○ **E-learning Quiz on all preceding materials available on e-Learning for test period window ✖ DVD on Reserve at Architecture and Fine Arts Library Reserve Desk: <i>Proteus</i> (view within three weeks of assigned date) |
| Week 5 Objectives: <ul style="list-style-type: none"> • Build Formulas for Recording evidence as art making | | |

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|---|---|--|
| SEPT. 29 — OCT. 3 | ●✎ B Sketchbook Module 6 Mini Collage + Grid Frames | 🌀B Site Visit: Carol Prusa: UF Nanoscale Facility (check eLearning for times to visit—view works within ten days of assigned date) |
| Week 6 Objectives: <ul style="list-style-type: none"> Explore Collage as a means to prompt Drawing Responses Examine how Abstract Art Simplifies Forms and Promotes Drawing without Representational Drawing Conventions Invention and Response Relieves the artist from thinking Too Much about what to make art about. DRAW MORE, THINK LESS | | |
| OCT. 6 — OCT. 10 | ●✎ B Sketchbook Module 7 Rhizomes as Concept Webs ▲ Excerpt from <i>Structure of the Visual Book</i> by Keith Smith | ✎ B Sketchbook Module 8 Collisions ▲ Excerpt <i>Notes for a Young Painter</i> by Hiram Williams |
| Week 7 Objectives: <ul style="list-style-type: none"> Explore Language and Poetic/Universal Themes as common ground (common vernaculars) for Play and Invention | | |
| OCT. 13 — OCT. 17 | ●✎ B Sketchbook Module 9 Collage Grids | ▲ Exhibition Pamphlet from <i>Dada</i> from the National Gallery of Art 🌀B Site Visit: Richard Heipp: UF Smathers Library West |
| Week 8 Objectives: <ul style="list-style-type: none"> Image Assembly, Mashing image Sources and Drawing after Constructions | | |
| OCT. 20 — OCT. 24 | ●✎ B Sketchbook Module 10 Rubbings—Proof of Life ▲ Excerpt from <i>Favorite Brands: Willie Cole</i> | ○ **E-learning Quiz on all preceding materials available on e-Learning for test period window |
| Week 9 Objectives: <ul style="list-style-type: none"> Assess how objects as rubbings on the page inform CONTEXT for drawing content and concepts | | |
| OCT. 27 — OCT. 31 | ●✎ B Sketchbook Module 11 Type Workshop | 🌀B Site Visit: Reitz Union Bookstore/Welcome Cntr. Public Art <i>Biplane</i> (check website for building hours—view works within ten days of assigned date) |
| Week 10 Objectives: <ul style="list-style-type: none"> Explore how type carries associations from brands and cultural associations. Juxtapose, collage, slice up or draw to create ironic meanings. | | |
| NOV. 3 — NOV. 7 | ●✎ B Sketchbook Module 12 Codified by Culture 🌀B Site Visit: UF Bat House Daily Bat Exodus is <u>dusk</u> . Check website for sunset times: http://www.findlocalweather.com/forecast/fl/gainesville.html (attend one sunset bat event within three weeks of the assigned date—find a location near the bat house. Consider wandering Lake Alice area before and during bat flight) | 🌀B Site Visit: UF Florida Museum of Natural History Butterfly Rainforest Use Butterfly Pass provided in your purchased Course Pack Sketchbook http://www.flmnh.ufl.edu/butterflies/ (Gator 1 Card permits free entry to the Butterfly Rainforest—check website for times. |
| Week 11 Objectives: <ul style="list-style-type: none"> Examine How Your Own Cultural Baggage Informs Common Experiences, Places and Events Around the University Community Discover how a Space Encounter Can Incite Invention and Affect a Creative Act | | |
| NOV. 10 — NOV. 14 | FINALIZE MODULES 2-12 FOR NOVEMBER 14 SUBMISSION OF SKETCHBOOK 1 ✳ DVD on Reserve at Smathers Library West Reserve Desk: <i>Man on Wire</i> (this video impacts the final project book) | ■ NOVEMBER 14: SKETCHBOOK 1 DUE FOR GRADING—FAC106 Review Project Book Development Resources |
| Week 12 Objectives: <ul style="list-style-type: none"> Investigate how Passion affects how creative you are in your areas of interest—<i>View Man on Wire</i> | | |
| NOV. 17 — NOV. 21 | ●✎ B Sketchbook Module 13 Making + Meaning Project Book Development ▲ Excerpts from <i>Diller + Scofidio Blur Building</i> ▲ Video Excerpts from <i>Diller + Scofidio The Ciliary Function</i> | ▲ Christo and Jean Claude Website ▲ Rube Goldberg Machines ○ **E-learning Quiz on all preceding materials available on e-Learning for test period window |
| Week 13 Objectives: <ul style="list-style-type: none"> Identify a University site to build a drawing project around YOUR Research Interests | | |
| NOV. 24 — DEC. 10 | Project Book Development | SITE SPECIFIC/PROJECT BOOK DUE WEDNESDAY, DECEMBER 10 BY 4:30PM FAC 106 |
| Week 14-16 Objectives: <ul style="list-style-type: none"> Identify Where the Evidence of Drawing informs/transforms surprising results for the final Project Book See additional eLearning resources for inspired examples of these same books from past student efforts | | |
| DEC. 1 — DEC. 5 | SITE SPECIFIC/PROJECT BOOK RETURN • FAC 106 COLLECTION DURING EXAM WEEK DECEMBER 17 - 19—CONSULT e-LEARNING FOR FINALS WEEK SCHEDULE | |

Course Calendar subject to change—refer to E-Learning

8/8/14

*Syllabus subject to change