

Syllabus



Course Information

Course Title: (ART 5930C) Paper Revolution

Credits: 3

Faculty Contact Information



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Note: All email communication should be through Canvas. Use this email address only if you have an emergency and/or are unable to access Canvas email.

This course is designed to activate invention, curiosity and the whimsy tangled within the notion that "necessity is the mother of invention." Chance, surprise and serendipity each pose challenges along the journey to transform a drawing into an installation. If you've never done something before...you are engineering decisions to make a construction for the first time. Thinking through the problem is not enough. It must be made in the studio. And within that odyssey of success and failure, moments to direct small moves yields a whole, greater than the sum of its parts. Students will create both tools, drawings and installations to challenge conventions of drawing and sculptural constructions with a contemporary vernacular.

Please make sure to have the following required materials. *You may already have many of these items around your home. If possible, enlist existing materials. Printmaking students may make use of their print papers that are left over as well as inks for color use throughout this course.*

PAPERS—Found, discarded, book jackets, book pages, packages, magazines and more are real options that you might consider throughout this course. Your research space and available supplies will inform your creations.

WALLS—We will need a dedicated wall and flat work spaces. Even though we will be using a modular method, your wall space will dictate methods to secure your creations, from low relief sculpture to wall installations. Block or brick walls will require planning for securing our work. Drywall can also be useful, but mind that you might want to return your wall to an unblemished state. Pinning work to drywall is very versatile, unless your wall is in your dining room and you don't plan on spackling and repainting. The area and height of your workspace for paper sculpture will also impose parameters (hanging or standing works). Lastly, if you are working in a carpeted or delicate flooring space, you should consider a proper floor covering or drop cloth to tape securely over your work zone. I realize that the space you have...is the space you have—we will make the most with what you have in front of you.

[illegible]

	Adhesive wall hooks (WAIT on this...we will be using a modular display)
Craft, Grocery or Super Store R=Required	Dressmaker pins ↗ _ (https://www.joann.com/prym-dritz-dressmaker-pins) have access to. (R) - Invisible or clear tape
Studio Supplies on hand and possibly for individual advanced project development	- Pencils, pencil sharpener, black gel pens and eraser - Metal Ruler (R) - Cutting surface—healing board or discarded chipboard (R) - Found / Discarded cereal, shoe and other package boxes - Collected/found papers, book jackets, magazines, books, used books - Mark making tools and brushes—materials you already own or have i - Needle and thread make a great addition, but are not required. If you - Black Sharpie Markers - Glue stick, masking tape, scotch tape - Clear packing tape or duct tape may prove useful depending on your - Scissors - Box of nitrile or latex gloves, Apron, Hand lotion

- Additional items may be necessary during the class.
- Project developments may dictate additional materials you should experiment with*
- Please review our site for upcoming expectations and projects.**
- Method for submitting drawings and installations to digital format.** For example, you may use a digital camera, scanner and/or smartphone and smartphone apps to upload photo documentation of drawings, project assembly, stages of installation construction via changes, inks and/or color applications. Images will be uploaded to student designated Assignment areas.
- Film Resources.** Throughout the course, you will be required to view several streaming video links. They are meant to influence the works for the semester and are all required

Additionally, this course relies heavily on selected readings from current literature from the fields of art, education, and art education. Readings are on electronic reserve in the [UF Library ARES Course Reserves](https://ares.uflib.ufl.edu/ares/) [↗](https://ares.uflib.ufl.edu/ares/) [_ \(https://ares.uflib.ufl.edu/ares/\)](https://ares.uflib.ufl.edu/ares/). These readings are listed within each lesson. Websites, articles, videos, and other materials may also be assigned and available to you throughout the course (listed within each lesson).

Alternatively, the University of Florida Library main website address is <http://www.uflib.ufl.edu/> [↗](http://www.uflib.ufl.edu/) [_ \(http://www.uflib.ufl.edu/\)](http://www.uflib.ufl.edu/). Using the Course Reserves link found on the left hand menu of the main library page, students may go to these online reserves. You will need your login and password to log into the reserves. Look for the course number in which you are currently enrolled. Don't forget, your VPN connection should be working before you attempt to log onto the library electronic course reserves site.

Note: If you haven't yet verified that you can access the UF Library System remotely, make sure that you are able to do so.
[_ \(https://ufl.instructure.com/courses/402194/files/51046306/download?wrap=1\)](https://ufl.instructure.com/courses/402194/files/51046306/download?wrap=1) **Click here for a tutorial on how to gain remote access the UF Education Library.** [_ \(https://ufl.instructure.com/courses/402194/files/51046306/download?wrap=1\)](https://ufl.instructure.com/courses/402194/files/51046306/download?wrap=1)

Course Objectives

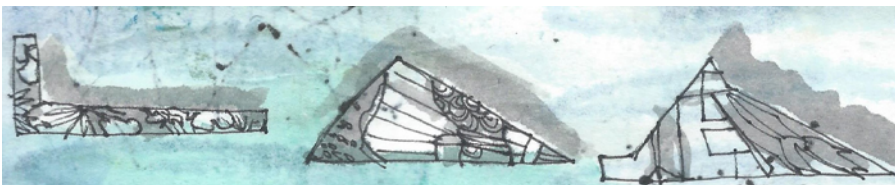
- To develop visual awareness and response through context and association
- To develop diverse visual compositional possibilities
- To explore a variety of drawing media
- To explore creative solutions to a variety of conceptual assignments with a group
- To develop visual ideas and generate universal themes for art and teaching.
- To create visual evidence of collaborative themes, concepts and meaning



Learning Activities

A variety of learning activities are designed to support the course objectives, accommodate different learning styles, build a community of learners, and help you to achieve the student learning objectives. More specifically, this course involves online presentations, online library reserves, self-identified drawing and printmaking experiences, resources and peer feedback. Furthermore, the course will require that you work steadily as an independent researcher and contribute in the online classroom.

Note: Due dates for all learning activities are provided in the course schedule in the left navigation strip.

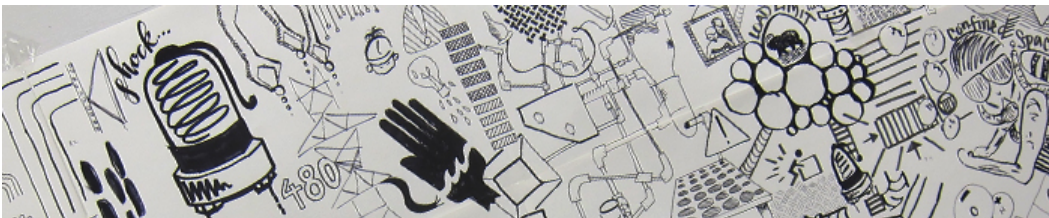


Lessons

Lessons 1-10 will require you to complete and submit experiment results for evaluation/evidence of your development. Each lesson will begin with a description, live session or demo using ZOOM. You will be required to upload your hand drawings, images and/or prints as JPEG or PDF formats for sharing in the Assignments area.

Blog posts will continue throughout the week as highlights or true surprises in your process.

Finished Project Presentations



Project 1

Project 1 is a revolt against common tool conventions in drawing. Each student will build their own modular installation space to create monumental images. Using available supplies, you will construct and craft a workspace and work flow to construct drawings in three dimension.

Project 2

Following the tutorials provided, each student will create drawing materials to use for monumental drawing. Along with upending formats for small, precious drawing, students will create installation elements over several Lesson prompts. Be curious and spontaneous. Play.

The concept of paper engineering is in essence applied to any art making experience from drawing origins and tool invention.

Project 2 consists of 10 Lesson parts for our two weeks of synchronous work. It is the largest, ongoing "studio centric" drawing installation effort throughout the term. Your content will be explored across several drawing constructions and influences.

Project 3

Project 3 ventures beyond the wall of relief to derive self-standing sculptures



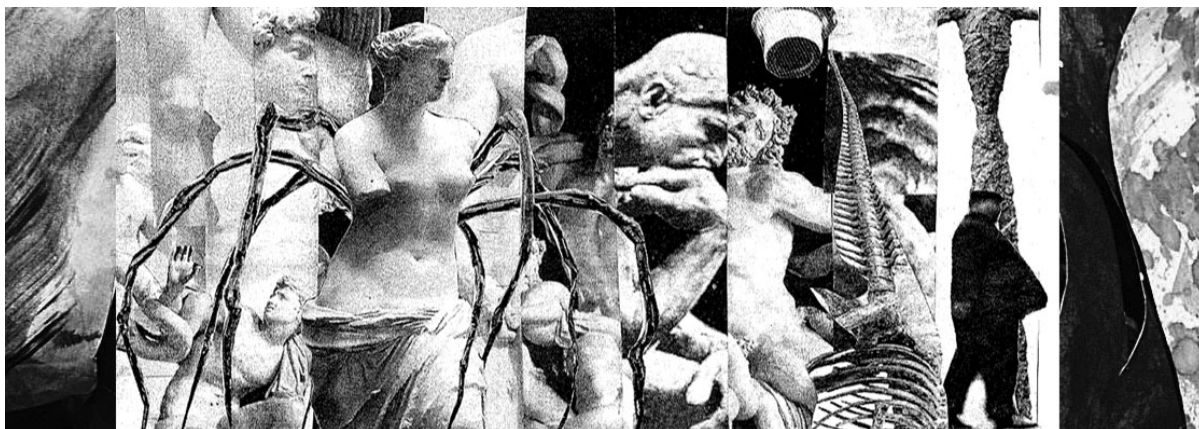
Class Participation

Your Participation and Professionalism grade will be based on your engagement in discussion and conference forums. I will look for tangible evidence of your demonstrated interest in learning, relationships to assignment objectives, thoughtful context, concepts and content, consideration of others' input, and contributions to our learning community. In short, we hope you will engage with an interest built upon your own sculptural drawing results as they are alike and different from your course community.

Project 2 Peer Review Feedback

Process documents and finished prints will require peer evaluation using Canvas grading rubrics. These instruments are intended to provide honest, constructive and helpful feedback, based on shared experiences and interpretations of the course objectives. Like a critique in a studio course, this is an opportunity to experience how audiences receive your results, where improvements can be applied and when strategies for delivery are successful. The peer feedback will be completed prior to the end of the course and after our synchronous weeks together—additional instructions will be provided.

Grading Policy



Final grades will be calculated according to the following criteria:

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Evaluation Component	Value
Project 1 • Wall Construction	15%
Project 2 • Ground zero to Wall Installation	30%
Project 3 • Self Standing Sculpture	10%
Lessons 1-10 Drawing/Experiment Lessons <i>These lessons are marked complete/incomplete as we progress through the synchronous weeks. Evidence of your success and learning.</i>	20%
Class Participation and Professionalism • Discussions, Conferences, Peer evaluation using Canvas grading rubrics, assessment of Library Resources and Overall Contribution to the Learning Community	15%
Preliminary Sketchbook • Due on July 20th via live, individual Zoom conference.	10%
Total	100%

Evaluation criteria used in each of these areas is provided within associated Canvas pages. Such factors will involve **Initiative** (scope of undertaking: did quantity of images stimulate presentation improvements? Is there evidence of original concepts?), **Improving Technical Ability**, **Inventiveness**, **Adherence to Assignment**, and **Continuity**.

Incompletes are only given to students who are in good standing, but because of unusual circumstances are unable to complete the course requirements in the allotted time. Students considering withdrawal from the course should first consult their advisor and the university catalog. Refer to the official UF calendar for the last day to withdraw from a class.

Late Policy

"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. Work submitted any time after the due date will receive a grade deduction for missing the deadline.

Incomplete Policy

School policy dictates that an incomplete grade (or "I") should only be given in situations in which a student is in "good standing" in a course, but is unable to complete the course requirements because of mitigating circumstances. In cases where an "I" is given, the

student and faculty member must write out a contract that clearly defines what the student must do to remove the "I" grade. If the work is not completed by the end of the next term, and the "I" grade is not changed via a grade-change form, the "I" grade is automatically converted to an "E" grade.

Students considering withdrawal from the course should first consult their advisor and the university catalog. Refer to the official UF calendar for the last day to withdraw from a class.

Grading Scale

91-100 A; 90 A-; 88-89 B+; 81-87 B; 80 B-; 78-79 C+; 71-77 C; 70 C-; 68-69 D+; 61-67 D; 60 D; 59 and below E.

See <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

(<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>) for additional information on UF grading policies. **Please Note:** A grade of C- or below will not count toward major requirements.

Course Policies

Class Participation

Successful online learning requires you to actively participate in each course. Thus, it is essential that you login to your course several times each week so that you do not miss anything or fall behind. Regular, active, and meaningful participation is expected of all students, and frequency and quality of participation may affect your grades. Participation is key to successful learning online. Consistent and meaningful participation in class discussions is expected, and that frequency and quality of participation will affect your grade.

Students should plan to login to the course throughout the synchronous schedule for summer studios. On average, you should expect to be on the course site (e.g., Canvas) 6 -8 hours per day. As for time spent on outside study (e.g., software development, presentation construction, doing online research and so on), you should expect to spend additional time to further develop print constructions.

Academic Honesty

Students are expected to abide by the UF Academic Honesty Policy (<http://www.dso.ufl.edu/sccr/honorcodes/conductcode.php>), which defines an academic honesty offense as "the act of lying, cheating, or stealing academic information so that one gains academic advantage." In the context of this class, this means not submitting papers or projects that were created by another person(s) and properly citing sources for any material used in completing course assignments. Submitting work that has been plagiarized will result in a failing grade.

Netiquette

Netiquette, short for network etiquette, is the set of rules and expectations governing online behavior and social interaction. *The Core Rules of Netiquette* (<http://www.albion.com/netiquette/corerules.html>) are excerpted from the book *Netiquette* by Virginia Shea (1994), and are a set of guidelines that all members of this course are expected to adhere to. Remember, first we are all human. Online learning environment participants that do not adhere to the netiquette expectations may result in both personal and legal consequences.

Note: The instructor reserves the right to remove any presentations and/or discussion postings deemed inappropriate.

Student Support Services

As a student in a distance learning course or program, you have access to the same student support services that on-campus students have. For course content questions, contact your instructor. For any technical issues you encounter with your course, please contact the UF Computing Help Desk at 352-392-HELP (4357), or visit <http://helpdesk.ufl.edu>. For a list of additional student support services links and information, please visit <http://www.distance.ufl.edu/student-services>.

Students with Disabilities

Individuals with disabilities are encouraged to register with the Dean of Students Office and submit to this instructor the memorandum from that office concerning necessary accommodations. The Disability Resource Center may be found on the Web at

<http://www.dso.ufl.edu/drc/>  [\(http://www.dso.ufl.edu/drc/\)](http://www.dso.ufl.edu/drc/); reached by phone at (352) 392-7056 TDD: (352) 846-1046. All course materials may be made available in alternative format on request.

Complaints

Should you have any complaints with your experience in this course, please visit <http://www.distance.ufl.edu/student-complaints>  [\(http://www.distance.ufl.edu/student-complaints\)](http://www.distance.ufl.edu/student-complaints) to submit a complaint.

Online Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>  [\(https://evaluations.ufl.edu\)](https://evaluations.ufl.edu). Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>  [\(https://evaluations.ufl.edu/results/\)](https://evaluations.ufl.edu/results/).

Changes to the Syllabus

The faculty reserves the right to make changes to the course syllabus and course schedule. In the event that changes become necessary, students will be notified through Canvas email.