

Sketchbook Development: Making Creative Connections

Syllabus: ART2936c

Credits: 3

Instructor: Amy Freeman

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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.

Course Description

This course is designed to activate sketchbook development as an instrument for making creative connections. Investigations into drawing, collage 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 lessons on the dynamics of drawing, students will discover habits of the mind by enlisting creative practice. Online demonstrations, exercises, readings, quizzes and self-identified site-specific field trips 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 drawing ability.

Required Course Materials

- **ART 2936C Course Pack** available at [Target Copy](#).
 - Required Sketchbooks and Drawing Supplies are included within the Course Pack. The artist materials supplied in the course pack are mandatory purchases to ensure that every aspect of the course lessons and online curriculum can be completed accordingly from remote locations. Required art supplies are intended to be used on the projects for this class. The materials provided are specific to the sketchbook tasks for the semester, including site-specific fieldwork, and have been selected to avoid excessive supply costs.
 - Additional supplies may be needed during the term.
- **Method for converting and submitting hand-drawings to digital format.**
 - You may use a digital camera, and a scanner, or scanner app. Additionally, you may download a smartphone application (Blogger app) to quickly and easily share what you create; it is not required as you can complete the course by making all of your blog posts through an internet browser.
 - Single PDFs with all images from your sketchbook will be submitted. For scanning images into single PDFs, [Adobe Scan](#) work very well and is easy to operate.
- **Method to view film resources (Netflix or other film membership may be needed).** Throughout the term, you will be required to view THREE movies (*Breaking the Maya Code*, *Proteus: A Nineteenth Century Vision*, and *Man on Wire*). Membership fees may apply. You may also locate

these titles at your local library district. Ares Course Reserves, Kanopy, YouTube and AmazonPrime may also have these titles.

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](#). These readings are listed within each lesson. Websites, articles, videos, and other materials may also be assigned. All resources are assessed through quizzes and discussions.

Alternatively, the University of Florida Library main website address is <http://www.uflib.ufl.edu/>. Using the Course Reserves link found on the left-hand menu of Canvas or 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. [Click here for a tutorial on how to gain remote access the UF Education Library](#).*

Course 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**.

Learning Activities

A variety of learning activities are designed to support the course objectives, accommodate different learning styles, build a community, and help you to achieve the student learning objectives. More specifically, this course involves online presentations, library reserves, specific physical site visits and class blogging. This course requires that you work as an independent researcher and contribute regularly.

Note: Class runs Monday-Sunday. Due dates are Wednesdays and Sundays. See course schedule for specific dates as late work suffers 5% daily grade deductions. General due dates are the following:

- **Wednesdays** – midpoint of each Lesson
 - BLOG posts (2 sketchbook pages)
 - DISCUSSION submission (2 paragraphs)
- **Sundays** –end of each Lesson
 - ASSIGNMENT Lesson PDF - submit all sketchbook pages (single PDF)
 - BLOG (2 peer responses)
 - DISCUSSION (2 peer responses)
 - QUIZZES (2 total)

Sketchbook 1 (Orange Binder)

Lessons 2-12 will require you to complete and submit projects for evaluation. Each project has a description in both Canvas and Sketchbook 1 and provide detailed project sheets for reference. Many lessons have reading/media resources and discussion components. Together, Lessons 2-12 will comprise Sketchbook 1. You will be required to convert your sketchbook drawings to single PDFs for submission. Lesson 12 is optional and considered as extra-credit, if completed.

Sketchbook 2

Sketchbook 2 is a site-specific idea development based on your own personal artistic ideas. Digital submission of your drawings will follow the same format as Sketchbook 1 but will also involve an [ISSUU](#) or [Heyzine](#) flipbook submission. Sketchbook 2 will begin after completing Sketchbook 1.

Class Participation and Professionalism

Throughout the course, you will maintain a blog of your "personal bests" (2 sketchbook pages per lesson). In addition to posting to the BLOG, you will comment on your peers' blog submissions that inspire a comment, question, or feedback in relationship to the exercise. You are required to respond to a minimum of 2 peers every blog post (*thoughtful comments make a learning community active, encouraging, and robust*). BLOG expectations are provided within the lessons. Additionally, you will participate in class discussions via Canvas based on your understanding and interpretations of the course readings/resources. Your *Participation and Professionalism* grade will be based on your engagement in discussion forums, blogs, project work, and sketchbook development. I will look for tangible evidence of your demonstrated interest in learning, preparedness, completion of all class assignments, timeliness, production of high-quality work, consideration of others, and contributions to our learning community.

Assessments

Throughout the course, you will take **TWO quizzes** based on the lessons. Quizzes are intended to ensure your ability to understand and apply the knowledge disseminated each lesson. You will have three attempts to score your best on both quizzes. Your highest score on each quiz will be recorded.

Students will have a window of a few days during which to complete each quiz. If for some reason you are unable to complete a quiz during the window, it is up to you to contact your instructor. Missed quizzes will be marked as a zero. Made up quizzes will suffer a grade deduction of 15 pts.

Grading Policy

Final grades will be calculated according to the following criteria:

Evaluation Component	Value
Sketchbook 1 - Lessons 2-11	30%
Sketchbook 2 - Final Project Book	30%
Class Participation and Professionalism <i>BLOGs, Discussion, Overall Contribution to the Learning Community</i>	25%
Quizzes Quiz 1 (Lessons 1-7) including film - <i>Breaking the Maya Code</i> Quiz 2 (Lessons 8-11) including films - <i>Proteus: A Nineteenth Century Vision</i> and <i>Man on Wire</i>	15%
TOTAL	100%

Evaluation criteria used in each of these areas is provided within the Lessons. Such factors will involve **Initiative, Improving Technical Ability, Inventiveness, Adherence to Assignment, and Continuity.**

Late Policy

Submit all work on time! This class has regular weekly assignment submissions to the class BLOG, Assignments and Discussions. All work submitted late will receive a grade deduction for missing the deadline, **less 5% (5pts) each day that it is late.**

For Participation and Professionalism assessments that help document student activity in the BLOG and Discussions, **assignments will receive an incomplete for not being submitted on time.** Notes regarding the level of tardiness will be added and assignments will be subject to a reduction of 5% (5pts) per day late according to the overall weight of the activity. Please see **Discussion and BLOG Posts and Responses** under Assignments for weight information.

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

93-100 A; 90-92 A-; 87-89 B+; 83-86 B; 80-82 B-; 77-79 C+; 73-76 C; 70-72 C-; 67-69 D+; 63-66 D; 60-62 D; 59 and below E.

See <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 several times throughout the week. On average, you should expect to be on one of the course sites (e.g., Canvas or Blog) several hours per week. As for time spent on outside study (e.g., site visits, reading, sketching, doing online research and so on), you should also expect to spend several hours per week (or for some people more).

Academic Honesty

Students are expected to abide by the [UF Academic Honesty Policy](#), 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 blog 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 <https://distance.ufl.edu/getting-help/>.

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 <https://disability.ufl.edu/>; reached by phone at (352) 392-7056 TDD: (352) 846-1046. All course materials may be made available in alternative format on request.

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>. 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/>.

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

Campus Resources

Health and Wellness

- *U Matter, We Care*: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center*: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center*: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).
- *University Police Department*: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

- *UF Health Shands Emergency Room / Trauma Center:* For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).
- *GatorWell Health Promotion Services:* For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

Academic Resources

- *E-learning technical support:* Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- *Career Connections Center:* Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- *Library Support:* Various ways to receive assistance with respect to using the libraries or finding resources.
- *Teaching Center:* Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- *Writing Studio:* 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- *Student Complaints On-Campus:* [Visit the Student Honor Code and Student Conduct Code webpage for more information](#).
- *On-Line Students Complaints:* [View the Distance Learning Student Complaint Process](#).