

MT. SAN ANTONIO COLLEGE
ARTS DIVISION, FINE ARTS DEPARTMENT
DAWN H. BUTLER ARTD 15A CRN: 23291
BEGINNING DRAWING Fall 2020

Online Course

ONLINE AVAILABLE – Monday, Wednesday and Friday from 3pm – 5pm (8/24/20 – 12/11/20)

campus e-mail: dbutler13@mtsac.edu

Class Notes Website: www.dawnsartnotes.com

COURSE DESCRIPTION:

An entry-level course emphasizing creative expression through the use of black and white drawing media. Emphasis is placed on basic drawing methods and skills, composition and exploration of drawing media.

This course is conducted ENTIRELY ONLINE and uses CANVAS. Students must log onto this course and follow the directions of the instructor by the first day of class, 8/24/20. **Please email instructor by 8/24/20, stating that you have read and understand the course syllabus.**

COURSE MEASURABLE OBJECTIVES:

1. Create original drawings, which demonstrate the capacity to perceive, comprehend, and interpret the three-dimensional visual world using dry media in a variety of techniques, which include stipple, line, and hatching.
2. Utilize original and creative thinking in projects and writings.
3. Utilize quick study drawing skills through visual notes and personal studies as a basis for planning larger extended works of art.
4. Utilize quick study techniques to develop extended drawings.
5. Utilize the principles of composition in objective and subjective analysis of historical and contemporary works of visual art.
6. Synthesize the formal art elements and principles with the observed world in varying compositional formats.
7. Discuss, analyze, and evaluate personal works of art and that of contemporary and historical artists by using appropriate art-specific terminology for content, technique, and style in both written and oral critiques.

Specific drawing topics will include: Art materials, geometric shapes, forms, and basic sketching technique, light and dark, positive and negative space, texture and pattern, composing with textured pattern, line contour, cross contour, gesture, linear perspective, geometric form and value, biomorphic shape and form, compositional studies, drawing techniques (stipple, hatching) and dry media, evaluation of drawings, art terminology, formal, stylistic, and contextual analysis - Final project and portfolio preparation, final examination

THIS IS A COURSE IN WORKING FROM DIRECT OBSERVATION.
YOU MAY NOT WORK FROM PHOTOS FOR ANY STILL LIFE ASSIGNMENT.

The instructor may change any policy or requirement in order to meet the objectives of the class.

ONLINE CLASS SCHEDULE (Instructor is available on M, W & F from 3-5pm, 8/24/20 – 12/11/20)

INTRODUCTION: class begins 8/24/20.

Overview of the course.

Explanation of expectations regarding classwork, assignments and critiques.

Explanation of grading procedures and homework submission policy.

Examples of assignments that will be covered and materials.

THE FOLLOWING SCHEDULE OF TOPICS IS SUBJECT TO CHANGE AS NEEDED.

LINE: (WEEKS ONE TO FIVE) 8/24 – 9/28

Lecture:

Gesture, Contour, Cross Contour, Structural Line, Geometric Solids, Line Weight Variation, Measuring, Positive and Negative space, Biomorphc form.

Strategies to enable the artist to simplify the complex structures into manageable units based on geometric solids.

(Lab)

Demonstrations of and assisting students with the following topics:

Gesture, Structural Line, Geometric Solids, Line Weight Variation, Measuring, Biomorphc form, Strategies to enable the artist to simplify the complex structures into manageable units based on geometric solids. analysis of positive and negative shapes

Assignments:

drawing a still life set up from observation using a range of graphite pencils.

PERSPECTIVE: (WEEKS SIX TO NINE) 9/28 – 10/19

Lecture:

The laws of 1 and 2 point perspective, Historical and Contemporary applications of linear perspective.

(Lab)

Demonstrations of and assisting students with the following topics:

Continuation and development of concepts introduced in the first week and relating them to the laws of linear perspective.

Assignments:

Drawing architectural spaces and geometric invented shapes in 1 and 2 point perspective using graphite.

VALUE: (WEEKS NINE TO the end of the semester) 10/19 – 12/11

Lecture:

The Physics of Light Logic, Geometric solids in relation to value, Biomorphc form in relation to value, Hatching and Stippling in relation to light logic, Rending in Tone, Modeling Form, Composition, Reductive Drawing, Form in relation to texture and pattern, Working on Toned Paper, Atmospheric Perspective,

(Lab)

Demonstrations of and assisting students with the following topics:

Creation and study of a value scale, pen and ink wash, composition, functions of light logic, the function of value as shapes (open and closed shape), value to create form in space.

Assignments:

Drawings will be completed using Charcoal and Carbon Pencils on a toned ground.

(16th WEEK): FINALS

Lab:

Final Drawing Due – Monday, 12/7

Final Composition Assignment Due – Wednesday, 12/9

Additional Class Help:

If you have any questions and need a Zoom meeting and cannot contact me during the Monday, Wed, Friday, 3-5pm time slot, I can arrange a different time to have a Zoom meeting. Please email me to arrange an alternative meeting time.

Holidays:

9/7/20 – No Class, (Labor Day)

11/11/20 – No Class, (Veteran's Day)

11/26 & 11/27 - No Class, (Thanksgiving Break)

STUDENT LEARNING OUTCOMES:

1. Students completing an assignment in Area C (Arts) courses will be able to analyze modes of artistic expression.
2. Students will develop an understanding of basic drawing terminology that coordinates with the ARTSD 15A curriculum.
3. Students will be able to create illusions of three-dimensional forms using the rules of light logic.
4. Students will be able to identify zones of light as explained by light logic using appropriate vocabulary.
5. Students will demonstrate their understanding of fundamental illusions of three-dimensional forms on a two-dimensional plane by locating the eye level and vanishing points in examples of perspective boxes.
6. Students will successfully demonstrate the application of measuring/sighting from observation to solve creating the illusion of a three-dimensional still life on two-dimensional surface

HOMEWORK AND GRADING POLICY:

You will receive a response that includes your grade for each drawing assignment as well as an explanation of the strengths and weakness of the work.

All assignments are graded from A to F according to how successfully it solves these issues:

- How well you grasped the concept of each topic and assignment.
Excellence in critical thinking and performance within the domain of the course.
- The aesthetic quality of the assignment.
- Disciplined creativity.
- The depth of your involvement in the assignment, as seen in your completed work (energy and concentration).
- Conceptual and expressive development, (visual intelligence, power of perception, and disciplined creative sensitivity).
- Skill and style development (craftsmanship and technique).
- Effort devoted to work, as evidenced in finished work- working a long time does not in itself warrant a high grade- work must meet aesthetic and craftsmanship standards to achieve an "A" or "B" grade.

Note: Longer assignments will be weighted more heavily than shorter assignments.

Other factors affecting the outcome of grades:

- Watching all lecture and drawing demonstrations for class projects

- On time completion of assignments
- Class participation
- Presentation (keeping your projects in presentable condition. No tears, creases, unnecessary smudging of material, etc.)

Spending a great deal of time working on a project does NOT by itself warrant a higher grade. Your work must show clear evidence of an understanding of the topic outlined within any given project.

Assignments must be done well, carefully, and on time to the teacher's satisfaction. Late homework assignments will be lowered one letter grade.

HOMEWORK AND GRADING:

- 90 - 100% = A (900 - 1000 points)
- 80 - 89% = B (800 - 899 points)
- 70 - 79% = C (700 - 799 points)
- 60 - 69% = D (600 - 699 points)
- 0 - 59% = F (0 - 599 points)

All projects will be graded, the points will be totaled and then divided by the highest possible points; This will be your final grade.

There are 1000 points possible.

LAB CLASSWORK / PARTICIPATION:

Drawing Projects throughout the semester and point breakdown:

- 2 Measuring Drawings - 50 points
- Box & Shoe Drawing - 25 points
- Positive/Negative Drawing- 50 points
- Elliptical Objects - Two Bottle Drawings - 50 points
- Cross Contour Still Life Drawing (3 objects) - 50 points
- 1 Point Perspective Invented Shapes - 50 points
- 1 Point Perspective Invented Grid Room with Objects - 100 points
- 2 Point Perspective Invented Boxes - 50 points
- 2-Point Perspective Invented Interior Drawing - 50 points
- 9-Step Value Scale on Bristol using Graphite - 50 points
- Egg Value Drawing on Bristol using Graphite Pencils - 50 points
- Master Copy Drawing - 100 points
- 1st Toned Paper Value Drawing using Carbon Pencils & White Charcoal - 100 points
- In-Progress Image of Final Still Life Drawing and photo of still life set up - 25 points
- Final Toned Paper Value Drawing using Carbon Pencils & White Charcoal - 150 points
- Composition Study drawings of Master Artwork - 50 points

1000 total points

Re-submitting work: work may be re-submitted for re-grading. Improvements may be made by re-doing or re-working the assignment. More re-working time will be given for assignments that require more time.

STATEMENT OF ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:

Students requiring accommodations must provide disability documentation that shows the student has a disability as defined by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Once documentation has been provided and appropriate accommodations have been identified, students must request accommodation(s) prior to each term.

If you have special needs, please let me know as soon as possible so that I may assist you to be successful in this class. Students with disabilities are highly encouraged to register with the ACCESS office (formerly DSP&S) located in the Student Services Building, lower level, (909) 274-4290, or by email at: access@mtsac.edu

ATTENDANCE /PARTICIPATION POLICY:

As a studio class, it is imperative that you keep on track with your work and do not get behind. **If I do not receive a response from you (sending in work, responding to emails etc.) for more than two weeks, you may be dropped from the class.**

It is the student's responsibility to officially drop a class whenever he or she determines that he or she can no longer continue with the class. If you stop participating and fail to officially drop the class, it may result in a failing grade and/or a financial obligation to the college.

College policy for repeating of courses:

If you have earned a "D", "F", or "No Credit" for a course, you may repeat that course only once. A maximum of 12 units may be repeated with the first grade forgiven in averaging the GPA. A student who withdraws from a course and receives a "W" on their transcript may re-enroll for that course only one more time. The policies are changed under extreme circumstances only.

Cheating and Plagiarism:

Cheating is seen as "a voluntary act for which there may be reasons, but for which there is no acceptable excuse". "It is important to understand that collaborative learning is considered cheating unless specifically allowed by the professor".

The term "cheating" includes but is not limited to:

- Plagiarism
- Receiving or knowingly supplying unauthorized information
- Using unauthorized material or sources
- Changing an answer after work has been graded and presenting it as improperly graded
- Illegally accessing confidential information through a computer
- Taking an examination for another student or having another student take an exam for you
- Forging or altering registration or grade documents
- Representing someone else's work as your own.

Cheating

Instructors have the responsibility of planning and supervising all academic work in order to encourage honest and individual effort, and of taking appropriate action if instances of academic dishonesty are discovered. However, honesty is primarily the responsibility of each student. The College considers cheating to be a voluntary act for which there may be reasons, but for which there is no acceptable excuse. The term "cheating" includes but is not limited to:

- * Plagiarism;
- * Receiving or knowingly supplying unauthorized information;

- * Using unauthorized material or sources;
- * Changing an answer after work has been graded and presenting it as improperly graded;
- * Illegally accessing confidential information through a computer;
- * Taking an examination for another student or having another student take an examination for you; and
- * Forging or altering registration or grade documents.

The instructor who determines that a student has cheated may give the student a failing grade for the assignment, for the course, or drop the student from the course. Since the student has failed to abide by the standards of academic honesty, the instructor has a right to give an F for the assignment or the course even though the student may have successfully and, presumably, honestly passed the remaining portion of the assignment or course. If the instructor issues a failing grade for the course or drops the student, the actions shall be reported to the Dean of Students Services and to the Director of Admissions and Records. An instructor may also recommend that appropriate action be taken under provisions of the Administrative Regulations and Procedures on Student Discipline.

The Academic Honesty Policies defines plagiarism as "representing somebody else's words or ideas as your own".

If it is determined that a student has engaged in cheating or plagiarism, it may "constitute grounds for a failing grade, probation, suspension, or expulsion".

Plagiarism

"Plagiarism is a direct violation of intellectual and academic honesty. Although it exists in many forms, all plagiarisms refer to the same act: representing somebody else's words or ideas as one's own. The most extreme forms of plagiarism are the use of material authored by another person or obtained from a commercial source, or the use of passages copied word for word without acknowledgment. Paraphrasing an author's idea or quoting even limited portions of his or her text without proper citation is also an act of plagiarism. In none of its forms can plagiarism be tolerated in an academic community. It may constitute grounds for a failing grade, probation, suspension, or expulsion.

"One distinctive mark of an educated person is the ability to use language correctly and effectively to express ideas. Faculty assign written work for the purpose of helping students achieve that mark. Each instructor will outline specific criteria but all expect students to present work that represents the student's understanding of the subject in the student's own words. It is seldom expected that student papers will be based entirely or even primarily on original ideas or original research.

"Therefore, to incorporate the concepts of others may be appropriate with proper acknowledgement of sources, and to quote others directly by means of quotation marks and acknowledgments, is proper. However, if a paper consists entirely of quotations and citations, the paper should be rewritten to show the student's own understanding and expressive ability. The purpose of the written assignment (i.e., development of communication and analytic skills) should be kept in mind as each paper is prepared. It should not be evaded through plagiarism."*

*Adopted with permission of California State University, Los Angeles, from their policy printed in the 1987-88 General Catalog. See Mt. San Antonio College Catalog, 1992-1993, pp. 34-35

In addition to our class discussion of this issue, the Writing Center and the College Library offer free workshops to help students properly quote, paraphrase and document sources. Students can sign up for these workshops through the Writing Center (26B-100); more information about these workshops is also available at the Writing Center's website, <http://writingcenter.mtsac.edu>.

LIABILITY:

The college is not responsible for any unsolicited work, or projects left behind by students. The college is not responsible for any lost personal property, supplies or equipment. The college is not responsible for lost or damaged student work.

STANDARDS FOR GRADING "A"- "F"

HIGH LEVEL PERFORMANCE - A

High level performance implies excellence in thinking and performance along with the development of a range of knowledge acquired through the exercise of thinking skills and abilities.

A-level work is, on the whole, not only clear, precise, and well reasoned, but insightful as well. Basic terms and distinctions are learned at a level that implies insight into basic concepts and principles.

The A-level student has internalized the basic intellectual standards appropriate to the assessment of his/her own work and demonstrates insight into self-evaluation.

The A-level student often raises important questions and issues, analyzes key questions and problems clearly and precisely, recognizes key questionable assumptions, clarifies key concepts effectively, uses language in keeping with educational usage, frequently identifies relevant competing points of view, and demonstrates a commitment to reasoning carefully from clearly stated premises as well as marked sensitivity to important implications and consequences.

A-level work displays excellent reasoning and problem-solving consistently at a high level of intellectual excellence.

THE GRADE OF B

The grade of B implies sound thinking and performance along with the development of a range of knowledge acquired through the exercise of thinking skills and abilities.

B-level work is, on the whole, clear, precise, and well reasoned, but does not have depth of insight. Basic terms and distinctions are learned at a level that implies comprehension of basic concepts and principles.

The B-level student has internalized some of the basic intellectual standards appropriate to the assessment of his/her own work in art and demonstrates competence in self-evaluation.

The B-level student often raises questions and issues, analyzes questions and problems clearly and precisely, recognizes some questionable assumptions, clarifies key concepts competently, typically uses language in keeping with educational usage, sometimes identifies relevant competing points of view, and demonstrates the beginnings of commitment to reason carefully from clearly stated premises in art, as well as marked sensitivity to important implications and consequences.

B-level work displays sound reasoning and problem-solving consistently at a competent level of intellectual performance.

THE GRADE OF C

The grade of C implies mixed thinking and performance along with the development of a range of knowledge acquired through the exercise of thinking skills and abilities.

C-level work is inconsistently clear, precise, and well-reasoned, moreover, it does not display depth of insight or even consistent competence.

Basic terms and distinctions are learned at a level that implies the beginnings of, but inconsistent comprehension of basic concepts and principles.

The C-level student has internalized some of the basic intellectual standards appropriate to the assessment of his/her own work and demonstrates competence in self-evaluation.

The C-level student sometimes raises questions and issues, sometimes analyzes questions and problems clearly and precisely, recognizes some questionable assumptions, clarifies some concepts competently, inconsistently uses language in keeping with educational usage, sometimes identifies relevant competing points of view, but does not demonstrate a clear commitment to reason carefully from clearly stated premises, nor consistent sensitivity to important implications and consequences.

C-level work displays inconsistent reasoning and problem-solving and works, at best, at a competent level of intellectual performance.

THE GRADE OF D

The grade of D implies poor thinking and performance. On the whole the student tries to get through the course by means of rote recall, formula solutions or attempting to acquire knowledge by memorization rather than through comprehension and understanding. The student is not developing critical thinking skills and understandings as requisite to understanding course content.

D-level work represents thinking that is typically unclear, imprecise, and poorly reasoned. The student is achieving competence only on the lowest order of performance.

Basic terms and distinctions are often incorrectly used and reflect superficial or mistaken comprehension of, basic concepts and principles.

The D-level student has not internalized the basic intellectual standards appropriate to the assessment of his/her own work in art and does poorly in self-evaluation.

The D-level student rarely raises questions and issues, superficially analyzes questions and problems, does not recognize his/her assumptions, only partially clarifies concepts, rarely uses language in keeping with educational usage, rarely identifies relevant competing points of view, and shows no understanding of the importance of a commitment to reason carefully from clearly stated premises in art.

The D-level student is insensitive to important implications and consequences.

D-level work displays inconsistent reasoning and problem-solving within art and works, at best, at a low level of intellectual performance.

THE GRADE F

The student tries to get through the course by means of rote recall, formula solutions or attempting to acquire knowledge by memorization rather than through comprehension and understanding. The student is not developing critical thinking skills and understandings as requisite to understanding art.

F-level work represents thinking that is regularly unclear, imprecise, and poorly reasoned. The student is not achieving competence in his/her academic work.

Basic terms and distinctions are regularly incorrectly used and reflect a mistaken comprehension of, basic concepts and principles.

The F-level student has not internalized the basic intellectual standards appropriate to the assessment of his/her own work in art and regularly mis-evaluates his/her own work.

The F-level student does not raise questions and issues, does not analyze questions and problems, does not recognize his/her assumptions, does not clarify concepts, does not use language in keeping with educated usage, confuses his/her point of view with the TRUTH, and shows no understanding of the importance of a commitment to reason carefully from clearly stated premises in art.

The F-level student is oblivious to important implications and consequences.

F-level work displays incompetent reasoning and problem solving within art and consistently poor intellectual performance.

Suggested Reference Books:

(These are **NOT** required; however, they are very informative and align with the topics of this course and several other art and design courses)

- Drawing from Observation: An Introduction to Perceptual Drawing by Brian Curtis.
- Beginning Drawing Atelier, An Instructional Sketchbook, by Juliette Aristides, 2019
- Classical Drawing Atelier by Juliette Aristides.
- The Art of Responsive Drawing, by Nathan Goldstein, 6th Edition. Publisher: Pearson
- Drawing Lessons from the Masters by Robert Beverly Hale.

CLASS MATERIALS LIST

Paper:

1 - 18" x 24" White Paper Drawing Pad (Regular Canson or Strathmore Brand is fine, ex. Strathmore 400 series, 24 sheets, 80 lb)

3 sheets Canson Mi-Teintes charcoal paper (19" x 25", "Felt Grey" or "Steel Grey")

1 sheet 22" x 30" smooth Bristol (ex. Strathmore brand)

1 sheet Canson Mi-Teintes "Eggshell" charcoal paper (19" x 25") (optional)

Pencils:

three (3) - HB Graphite Pencils

1 each: 4H, 2H, H, 2B, 4B graphite pencils

soft vine charcoal (3 pack is fine)

Wolff's Carbon Pencils – two B pencils and two 2B pencils, 4B Wolff's Carbon Pencil

White Charcoal Pencil

Light Blue Prismacolor Col-Erase Pencil

Other:

Drawing Board (large enough to fit 18" x 24" drawing pad)

2 - Kneaded erasers

X-acto #2 Knife (with a plastic safety cap)

1 roll of white artist tape (3/4" or 1" wide)

18" metal ruler (with a soft/cork back)

black "chisel tip" marker (ex. sharpie brand is fine)

black fine point sharpie marker

black ultra fine point sharpie marker

sandpaper sharpening pad

(optional: mechanical graphite pencil)

List of local art stores:

Carpe Diem Art Store, 3820 Valley Blvd, Walnut, 909-598-7230

www.carpediemstore.com

Blick Art Supply, 601 N. Placentia Ave., Fullerton, 714-528-8790

www.dickblick.com

RECOMMENDED: Art Kit for this class can be purchased through Art Supply Warehouse. (This kit includes all art supplies needed for the course.)

Art Supply Warehouse, 6672 Westminster Blvd, Westminster, 714-891-3626

www.artsupplywarehouse.com (SKU: KIT18004)

IMPORTANT DATES:

- The final drop date for this class with a refund is September 4th, 2020
- The final drop date for this class without a "W" is September 7th 2020
- The final drop date for this class with a "W" is October 30th, 2020

The FINALS for this class will be on:
Monday 12/7 & Wed. 12/9/2020

HOMEWORK ASSIGNMENTS

You will receive weekly emails from me regarding new project videos and drawing assignments. Please add the class email address to your email contact list and check your SPAM folder regularly.

There will be drawing assignments due each Monday (by 3pm) throughout the semester. You will be required to email an image of your drawing project in jpg format to me. I will grade each project and try to email comments to each student by the end of the week (Friday).

You can go to the class notes website to access drawing material for this class: www.dawnsartnotes.com. Please check your email account regularly for weekly emails from me regarding drawing assignments and video lectures. You can also access this information on Canvas. If you have questions and want to contact me, I will be available by email on Monday, Wednesday and Friday from 3-5pm.

HOMEWORK AND GRADING:

- 90 - 100% = A (900 - 1000 points)
- 80 - 89% = B (800 - 899 points)
- 70 - 79% = C (700 - 799 points)
- 60 - 69% = D (600 - 699 points)
- 0 - 59% = F (0 - 599 points)

All projects will be graded, the points will be totaled and then divided by the highest possible points; This will be your final grade.

POINT BREAKDOWN / LETTER GRADE CHART (1000 points possible)

Online Homework worth 25 Points

- A 23 - 25 points
- B 20 - 22 points
- C 18 - 19 points
- D 15 - 17 points
- F 14 points or lower

Online Homework worth 50 Points

- A 45 - 50 points
- B 40 - 44 points
- C 35 - 39 points
- D 30 - 34 points
- F 29 points or lower

Online Homework worth 100 Points

- A 90 - 100 points
- B 80 - 89 points
- C 70 - 79 points
- D 60 - 69 points
- F 59 points or lower

Online Homework worth 150 Points

- A 135 - 150 points
- B 120 - 134 points
- C 105 - 119 points
- D 90 - 104 points
- F 89 points or lower

Beginning Drawing GRADE CALCULATOR:

Your Points

- _____ **DUE 8/31** **5% (50 points possible) Assignment #1** – (2 Measuring Drawings, Geometric Shapes & Fruit, each drawing is worth 25 points)
- _____ **DUE 9/9** **2.5% (25 points possible) Assignment #2** - (Box & Shoe Drawing)
- _____ **DUE 9/14** **5% (50 points possible) Assignment #3** - (Negative Space Drawing)
- _____ **DUE 9/21** **5% (50 points possible) Assignment #4** - (Elliptical shapes – 2 Bottle Drawings, each drawing is worth 25 points)
- _____ **DUE 9/28** **5% (50 points possible) Assignment #5** – Cross-Contour Drawing (3 objects)
- _____ **DUE 10/5** **5% (50 points possible) Assignment #6** – (1-Pt Perspective Invented Shapes)
- _____ **DUE 10/12** **10% (100 points possible) Assignment #7** – (1-Pt Perspective Grid Room with objects)
- _____ **DUE 10/19** **10% (100 points possible) Assignment #8** – (2-Point Perspective Invented Boxes, and 2-pt Perspective Invented Interior Drawing, each drawing is worth 50 points)
- _____ **DUE 10/26** **5% (50 points possible) Assignment #9, part 1** – (9-step Value Scale on Bristol using Graphite)
- _____ **DUE 11/2** **5% (50 points possible) Assignment #9, part 2** – (Egg Drawing on Bristol using graphite)
- _____ **DUE 11/9** **10% (100 points possible) Assignment #10** – (Master Copy Drawing)
- _____ **DUE 11/16** **10% (100 points possible) Assignment #11** – (Grey Toned Paper Study Drawing using Wolff's Carbon Pencils and White Charcoal)
- _____ **DUE 11/23** **2.5% (25 points possible) Assignment #12, part 1** – (In-Progress Image of Final Still Life Drawing Due and Photo of Still Life Set Up)
- (11/30 - No Homework Due : Continue Working on Final Still Life Drawing)
- _____ **DUE 12/7** **15% (150 points possible) Assignment #12, completed** – (Finished Drawing of Final Still Life Drawing DUE, grey toned paper with Carbon and White Charcoal)
- _____ **DUE 12/9** **5% (50 points possible) Assignment #13** – (Composition Study Drawings of Master Artwork)
- _____ **Total Points** (1000 points possible)

ADDITIONAL RESOURCES FOR STUDENTS:

Online Learning Information and Canvas Support

https://www.mtsac.edu/distancelearning/dl-getstarted_matt.html

Laptops and Internet Access:

LAPTOPS: Students requesting a laptop for home use must be registered for the 2020 Fall Semester and fill out this [request form](#).

<https://app.smartsheet.com/b/form/05c5576dc6864592bde8f1abe10593ef>

INTERNET: Students requesting a hotspot for home use must be registered for the 2020 Fall Semester and fill out this [request form](#).

<https://app.smartsheet.com/b/form/05c5576dc6864592bde8f1abe10593ef>

Student Services – Links to Online Admissions and Records / Financial Aid

<https://www.mtsac.edu/student-services/>

Online Health Services

Contact the Health Center for FREE medical and mental health assistance provided conveniently online or by phone.

Call: (909) 274-4400 Monday - Thursday, 8:00am - 4:30pm

Email: studenthealth@mtsac.edu

Online: www.mtsac.edu/healthcenter

Students have access to one-on-one personal counseling with our [Student Health Center therapists through TeleMentalHealth](#). All you need is a smartphone OR a laptop/computer. To schedule a private and confidential appointment, call (909) 274-4400, Monday-Friday, 8AM-4:30PM, or email studenthealth@mtsac.edu.

STUDENTS REPORT TO STUDENT HEALTH CENTER - Students who are sick with COVID-19 symptoms or have been exposed to COVID-19, are asked to contact the Student Health Center at (909) 274-4400 as soon as possible.

FURTHER RESOURCES CAN BE FOUND AT:

<https://www.mtsac.edu/health/student-resources.html>