

ART-906 - Drawing for Perceptual-Cognitive Development

Independent Study Online Course Syllabus

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Number of Graduate Semester Units: 3 units
Target Audience: 4 - 12th grade teachers
Course Access: <https://connect.fresno.edu>

Course Description

Drawing, like reading or writing, is a learned skill that can be taught and developed. The practice of drawing develops one's perceptual-cognitive skills, the ability to accurately perceive, process and utilize visual information, a skill that transfers into all disciplines of learning. The skill and process of drawing also develops attention to detail, concentration, fine motor skills, problem solving, spatial reasoning, and understanding of proportion and perspective. The benefits of drawing extend into the social-emotional arena, as it has been used as therapy to reduce anxiety and stress. This course is aligned with the best-selling book *Drawing on the Right Side of the Brain* by Betty Edwards. Students will complete the drawing exercises and develop integrated lessons to be used in the subjects that they teach. Although students will see a marked improvement in their own drawing abilities, they will be graded for completion of the assignments rather than drawing ability. The exercises in this course will benefit those of all levels of drawing experience. No prior drawing experience or instruction is needed.

Note: Required textbook and drawing supplies must be acquired separately.

Required Texts and Course Materials

Textbook: Edwards, Betty. (2012). *Drawing on the Right Side of the Brain*. (4th ed.). New York, NY: Penguin Random House. ISBN-13: 978-1585429202.
<https://www.amazon.com/gp/product/1585429201>

Note: Students are responsible for purchasing their own textbook, analyzing the content, and applying what they learned to the course assignments. You are welcome to purchase used, ebook, or new versions to save money. You can order the book directly from the publisher or from one of several discount aggregators (for example): <http://books.nettop20.com>

Online Resources: Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are utilized throughout the course and will link to the appropriate information when clicked. These include videos, podcasts, worksheets, online activities, journal articles and other resources.

Canvas: This course will be delivered totally online. Canvas is a web-based learning management system (LMS) that provides students access to online resources, documents, videos, assignments, quizzes, forums, etc. Canvas is easy to learn and has a user-friendly interface.

Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks for a 3-unit course (one week per unit).

National Standards Addressed in This Course

National Board for Professional Teaching Standards (NBPTS)

(<http://www.nbpts.org/standards-five-core-propositions/>)

First published in 1989 and updated in 2016, [*What Teachers Should Know and Be Able to Do*](#) articulates the National Board's Five Core Propositions for teaching. The Five Core Propositions - comparable to medicine's Hippocratic Oath — set forth the profession's vision for accomplished teaching. Together, the propositions form the basis of all National Board Standards and the foundation for National Board Certification. Course assignments have been designed so students can demonstrate excellence against these professional teaching standards whenever possible.

- Proposition 1: Teachers are committed to students and their learning
- Proposition 2: Teachers know the subject they teach and how to teach those subjects to students
- Proposition 3: Teachers are responsible for managing and monitoring student learning
- Proposition 4: Teachers think systematically about their practice and learn from experience
- Proposition 5: Teachers are members of learning communities

NCCAS - National Core Arts Standards (Dance, Media Arts, Music, Theatre, and Visual Arts) -

<http://nationalartsstandards.org/>

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic work.
4. Select, analyze and interpret artistic work for presentation.
5. Develop and refine artistic techniques and work for presentation.
6. Convey meaning through the presentation of artistic work.
7. Perceive and analyze artistic work.
8. Interpret intent and meaning in artistic work.
9. Apply criteria to evaluate artistic work.
10. Synthesize and relate knowledge and personal experiences to make art.
11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

VAPA Standards (The California Visual and Performing Arts Standards) -

<https://www.cde.ca.gov/be/st/ss/vamain.asp>

- 1.0 Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.
- 2.0 Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

- 3.0 Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.
- 4.0 Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.
- 5.0 Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Continuing Education Program Student Learning Outcomes

CE 1	Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE 2	Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE 3	Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE 4	Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE 5	Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE 6	Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

Student Learning Outcomes (SLOs) for This Course

Student Learning Outcomes for This Course By the end of this course student will be able to:	National Standards Addressed in This Course*	Continuing Education Program Student Learning Outcomes Addressed**
1. Develop a rationale for the practice of teaching drawing in a K-12 curriculum.	VAPA 3.0 NCCAS 8, 11	CE 1
2. Develop visual skills of seeing and rendering perspective and proportion.	VAPA 2.0 NCCAS 3, 5	CE 2
3. Demonstrate techniques of rendering line and shape with pencil.	VAPA 2.0 NCCAS 3, 5	CE 2
4. Demonstrate techniques of rendering a 3-dimensional scene on a 2-dimensional plane using shape and values.	VAPA 2.0 NCCAS 3, 5	CE 2
5. Identify criteria for evaluating one's own drawings and those of others.	VAPA 4.0 NCCAS 9	CE 1, 4
6. Develop trainings or lessons that can be used in the classroom to teach drawing.	VAPA 5.0 NCCAS 10, 11	CE 1, 2, 3, 6

* Please refer to the section on **NCCAS & VAPA**

** Please refer to the section on **Continuing Education Program Student Learning Outcomes**

Topics, Assignments, and Activities

Module Module Title	Module Assignments and Activities	Points Possible for Each Assignment
Welcome Module	<ul style="list-style-type: none"> • Introduction video • Course Syllabus • Introduce Yourself Forum 	
Module 1 – The Rationale for the Practice of Drawing	<ul style="list-style-type: none"> • Read chapters 1-2 of Drawing on the Right Side of the Brain • Review 3 of the Module 1 articles on drawing • Draw the 3 assigned pre-instruction drawings • 1.1 Rationale for Drawing Project • 1.2 Submit the 3 pre-instruction drawings 	50 30
Module 2 – Vases & Faces	<ul style="list-style-type: none"> • Read chapter 3 of Drawing on the Right Side of the Brain • Complete the drawing activity in chapter 3 • 2.1 Submit the Vases & Faces drawing activity and reflective response 	25
Module 3 – Drawing Upside- Down	<ul style="list-style-type: none"> • Read chapters 4-5 of Drawing on the Right Side of the Brain • Complete the drawing activities in chapters 4-5 • Develop an integrated lesson plan • 3.1 Upside-down drawings • 3.2 Integrated lesson plan 	30 50
Module 4 – Perception of Edges	<ul style="list-style-type: none"> • Read chapter 6 of Drawing on the Right Side of the Brain • Complete the drawing exercises in chapter 6 • 4.1 Blind contour drawing of your hand • 4.2 Drawing of hand using a picture plane • 4.3 Modified contour drawing of your hand 	20 20 20
Module 5 – Perceptions of Spaces	<ul style="list-style-type: none"> • Read chapter 7 of Drawing on the Right Side of the Brain • Complete the assigned drawing exercises in chapter 7 • 5.1 Negative space drawings 	20
Module 6 – Perception of Relationships	<ul style="list-style-type: none"> • Read chapter 8 of Drawing on the Right Side of the Brain • Complete the drawing exercises in chapter 8 • 6.1 Two-Point Perspective drawing • 6.2 Forum: Share a favorite drawing resource for teaching 	30 5
Module 7 – Perception of Light and Shadows	<ul style="list-style-type: none"> • Read chapters 9-10 of Drawing on the Right Side of the Brain • Complete the human profile drawing exercise • 7.1 Drawing of a person's profile • 7.2 Lesson Plan on light and shadows 	30 50

Module Module Title	Module Assignments and Activities	Points Possible for Each Assignment
Module 8 – Perception of Gestalt	<ul style="list-style-type: none"> • Read/Review chapters 9-10 of Drawing on the Right Side of the Brain • Complete the drawing exercises in these chapters not completed in Module 7 • 8.1 Drawing the Edward Steichen portrait • 8.2 Drawing the self-portrait • 8.3 Share a favorite drawing from this course 	30 50 5
Course Wrap-up – Grading and Evaluation	<ul style="list-style-type: none"> • Final Reflection Forum • Course Evaluation • Course Completion Checklist • Grade Request / Transcript Request 	
TOTAL POINTS		465 points

Grading Policies, Rubrics, and Requirements for Assignments

Grading Policies

- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
- Coursework falling below a B grade will be returned with further instructions.
- All assignments must be completed to receive a grade and are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

Grading Rubric

Grade	Percentage	Description	Rubric
A	90-100%	Excellent	Meets all course / assignment requirements with significant evidence of subject mastery and demonstration of excellent graduate level professional development scholarship.
B	80-89%	Very Good	Adequately meets criteria for all course/assignment requirements - demonstrates subject competency with very good graduate level professional development scholarship.
NC	Below 80%	Unacceptable	Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship.

Writing Requirements

- **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Include relevant facts, details, and explanations.

- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Include mostly relevant facts, details, and explanations.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organization structure. May include marginally relevant facts, details, and explanations.

Lesson Plan Requirements

- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.
- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.
- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate. Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

Discussion Forum Requirements

- **Superior:** Response was at least 1 page (3 fully developed paragraphs) in length. Thoroughly answered all the posed questions, followed all the assignment directions, proper grammar and no spelling errors. Language is clear, concise, and easy to understand. Uses terminology appropriately and is logically organized.
- **Standard:** Response was ½ to 1 page in length (2-3 fully developed paragraphs). Answered all the questions but did not provide an in-depth analysis, followed most of the assignment directions, proper grammar and no spelling errors. Language is comprehensible, but there a few passages that are difficult to understand. The organization is generally good.
- **Sub-standard:** Response was less than ½ page in length (1 paragraph). Did not answer all the required questions and/or statements or responses were superficial, vague, or unclear, did not follow the assignment directions, many grammar and spelling errors. Is adequately written, but may use some terms incorrectly; may need to be read two or more times to be understood.

Instructor/Student Contact Information

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous discussion forums. A virtual office is utilized for class questions and students are provided with instructor contact information in the event they want to make email or phone contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

Discussion Forums

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

Coursework Hours

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework offered for FPU Continuing Education graduate credit adheres to 45 hours per semester unit for the 900-level courses. Therefore, a student will spend approximately 135 hours on a typical 3-unit course.

Services for Students with Disabilities

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to <https://www.fresno.edu/departments/disability-access-education>.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled per the procedures set forth in the Fresno Pacific University Catalogue - <https://www.fresno.edu/students/registrars-office/academic-catalogs>

Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

Getting Help with Canvas: If you need help with Canvas, please contact the FPU Help Desk by phone: (559) 453-3410 or email: helpdesk@fresno.edu. Help is available Mon-Fri 8:00 am to 7:00 pm.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Continuing Education website (<https://ce.fresno.edu/my-account>) and "Request Final Grade". Once the instructor receives the requests and submits the grade online, students may log back in to view their Final Grade Report or order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Continuing Education Policies and Procedures at <https://ce.fresno.edu/ce-policies-and-procedures>.

University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at <https://www.fresno.edu/departments/registrars-office/academic-catalogs>.

Fresno Pacific University Student Learning Outcomes

<p>Student Learning Outcomes Oral Communication: Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.</p>
<p>Written Communication: Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.</p>
<p>Content Knowledge: Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.</p>
<p>Reflection: Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.</p>
<p>Critical Thinking: Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.</p>
<p>Moral Reasoning: Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian world-view.</p>
<p>Service: Students will <i>demonstrate</i> service and reconciliation as a way of leadership.</p>
<p>Cultural and Global Perspective: Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.</p>
<p>Quantitative Reasoning: Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.</p>
<p>Information Literacy: Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.</p>