University of Florida
School of Art & Art History
Spring 2014
ART 2936C Section 031E/03BH
Sketchbook Development: Making Creative Connections

Online/E-Learning
Instructor: Patrick Grigsby
e-mail: pgrigsby@arts.ufl.edu

*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 3 major sketchbooks for submission, online participation, 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.

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 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 discussion and description session and a detailed project sheet for reference.

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

- Finished Sketchbooks (3).................................................................60%
  - Sketchbook 1—15% (due Feb. 28)
  - Sketchbook 2—20% (due April 21)
  - Site Specific Book—25% (due April 21)
- Class Participation (E-Learning, Blog, Discussions, etc.).................15%
- Online Assessments (see course planner).................................25%

100%

Sketchbooks 1 and 2
- Found Drawings – Digital photos of found marks, systems and drawings
- Found Objects – Repurposed materials attached in sketchbooks
- Module Specific Drawings, Collages and Collections – Inventory quantity of drawings from module exercises

Site Specific Book
- UF campus site specific idea 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.

1/3/14
*Syllabus subject to change
Students must familiarize themselves with E-Learning, the online classroom environment and course learning tools such as Prezi, Voicethread and Blogger. Students will be required to post drawings online and make peer comments. Each module contains 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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>91-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90%</td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
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<tr>
<td>B</td>
<td>81-87%</td>
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<tr>
<td>B-</td>
<td>80%</td>
</tr>
<tr>
<td>C+</td>
<td>78-79%</td>
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<tr>
<td>C</td>
<td>71-77%</td>
</tr>
<tr>
<td>C-</td>
<td>70%</td>
</tr>
<tr>
<td>D+</td>
<td>68-69%</td>
</tr>
<tr>
<td>D</td>
<td>61-67%</td>
</tr>
<tr>
<td>D-</td>
<td>60%</td>
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<tr>
<td>E</td>
<td>59% and below</td>
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Grade Values for Conversion

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
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<tr>
<td>A</td>
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<tr>
<td>A-</td>
<td>3.67</td>
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<tr>
<td>B+</td>
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<td>B</td>
<td>3.0</td>
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<tr>
<td>B-</td>
<td>2.67</td>
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<td>C+</td>
<td>2.33</td>
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<tr>
<td>C</td>
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<td>C-</td>
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<tr>
<td>D-</td>
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<td>E</td>
<td>0</td>
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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
**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 field work 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.**

The schedule provided below is expanded & detailed in e-learning through weekly messages to help pace projects.

Module requirements are revealed in **Syllabus** subject to change *check website for times to visit.*

Dates will be announced throughout the term when the instructor will attend module locations for engagement opportunities.

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

- **E-learning Links**
- **E-learning Assessments — subject to change**
- **ARES/Smathers Libraries Online Reserves**
- Smathers Library West Viewing Room Required
- B Blog Activity

<table>
<thead>
<tr>
<th>Week Overview</th>
<th><em>Day 1</em></th>
<th><em>Day 2</em></th>
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</thead>
<tbody>
<tr>
<td><strong>JANUARY 6</strong></td>
<td></td>
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</tbody>
</table>
| **JANUARY 10** | 🌟 Orientation—Syllabus and Expectations  
Overview of Sketchbook, Course Expectations, Online Requirements & Supplies—Available at Target Copy 1/13  
🌟 Seeing, Thinking and Doing  
🌟 Online Video Art 21: William Kentridge Anything is Possible | 🌟 Example Sketchbook Heather Foster  
🌟 Site Visits (site visits are on UF campus for resident access)  
🌟 Sketchbook Modules  
🌟 Sketched Quarters |  |

**Week 1 Objectives:**
- Examine How Observation and Play Inform and Transform Research

| JANUARY 13 |  |
| JANUARY 17 |  |

**JANUARY 13**
- Wikipedia Entry for Gregor Mendel  
- Engineering Visual Organization and System Development

**JANUARY 17**
- Formulas for Drawing—Sol Lewitt
- Example Sketchbook Laura Lynn Sperry
- Excerpt from The Creative Habit by Twyla Tharp

**Week 2 Objectives:**
- Explore Contemporary Drawing Conventions—How Fields and Space Frames Enhance Sketchbook options
- Compare Drawing Permutations to Scientific Theory
- Develop Drawing Hypotheses for how Small Moves Create Volumes of Options to Invent

| JANUARY 21 |  |
| JANUARY 24 |  |

**JANUARY 21**
- Wikipedia Entry for Alexander Graham Bell and Visual Speech

**JANUARY 24**
- MUST HAVE COURSE PACK FROM TARGET COPY BY 1/22

**Week 3 Objectives:**
- Identify How Authenticity Impacts Invention and Research

| JANUARY 27 |  |
| JANUARY 31 |  |

**JANUARY 27**
- Excerpts from Structure of the Visual Book by Keith Smith  
- 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  
(attend one daily recital weeks before end of the week—find a location within 50 yards of the carillon tower of your choosing)

**JANUARY 31**
- Excerpt from Notes for a Young Painter by Hiram Williams
- Example Sketchbook Hiram Williams
- DVD on Reserve at Smathers Library West Reserve Desk: Breaking the Maya Code (view within three weeks of assigned date)

**Week 4 Objectives:**
- Investigate how the Concept Web, Free Association and Prompts & Collections Promote Active Drawing as Research

| FEBRUARY 3 |  |
| FEBRUARY 7 |  |

**FEBRUARY 3**
- Site Visit: UF Samuel P. Harn Museum of Art
- Investigate Rory by Deborah Butterfield in the Entryway  
http://www.harn.ufl.edu/  
(check website for times to visit)

**Emoticon Workshop**
- **E-learning Quiz on all preceding materials available on e-Learning for test period window**

| FEBRUARY 10 |  |
| FEBRUARY 14 |  |

**FEBRUARY 10**
- Exhibition Pamphlet from Dada from the National Gallery of Art

**FEBRUARY 14**
- Excerpt from Favorite Brands: Willie Cole

**Week 5 Objectives:**
- Create a Hybrid form with a Common Vernacular—Collage and The Portmanteau

|  |  |
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|  |  |
| Site Visit: UF Samuel P. Harn Museum of Art  
Investigate Old Man’s Cloth by El Anatsui in the Contemporary Collection  
http://www.harn.ufl.edu/  
(check website for times to visit)
### Week 6 Objectives:
- Explore Collage as a means to Fracture, Disassemble, Alter and Deconstruct Content
- Examine how Abstract Art Simplifies Forms and Activates Associations and Emotions to Representations
- Discover how Two Dimensional forms Create Optic Events to Affect the Eye

**FEB. 17 — FEB. 21**
- Site Visit: UF Bat House
  - 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
- Site Visit: UF Museum of Natural History Butterfly Rainforest
  - Use Butterfly Pass provided in your purchased Course Pack Sketchbook
  - [http://www.flnmh.ufl.edu/butterflies/](http://www.flnmh.ufl.edu/butterflies/)
  - (Pass is good for one entry to the Butterfly Rainforest—check website for times. Take a patient tour through the space for making momentary sketch entries to expand upon later)

### Week 7 Objectives:
- Combine Re-Purposed Objects to inform or transform New Contexts for Found Objects in your Sketchbook

**FEB. 24 — FEB. 28**
- Finalize Modules 2-12 for February 28 Submission of Sketchbook 1
- Review, Update or Contribute to Blog Posts, Discussion Groups and Comments

### Week 8 Objectives:
- 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

**FEB. 28**
- Submit Sketchbook 1 for Grading—FAC106

**MARCH 10 — MARCH 14**
- DVD on Reserve at Architecture and Fine Arts Library Reserve Desk: Proteus (view within three weeks of assigned date)
- Carol Prusa

**MARCH 17 — MARCH 21**
- Excerpts from Diller + Scofidio Blur Building
- Video Excerpts from Diller + Scofidio The Ciliary Function

**MARCH 24 — MARCH 28**
- Memory Maps and Collections

### Week 9 Objectives:
Explore How the Course Method to date can be Transposed and Layered upon Discipline Specific Research

**MARCH 17 — MARCH 21**
- DVD on Reserve at Smathers Library West Reserve Desk: Man on Wire (view within three weeks of assigned date)
- **“E-learning Quiz on all preceding materials available on e-Learning for test period window**

### Week 10 Objectives:
- Develop a Site and Discipline Specific Concept for a UF Public Art Space

**MARCH 24 — MARCH 28**
- Memory Maps and Collections

### Week 11 Objectives:
- Develop a Site and Discipline Specific Concept for Public Art

**MARCH 31 — APRIL 4**
- Rube Goldberg Machines

### Week 12 Objectives:
- Explore Kinetic Invention through Motion + Movement Drawing

**APRIL 7 — APRIL 11**
- **“E-learning Quiz on all preceding materials available on e-Learning for test period window**

### Week 13 Objectives:
- Explore Tools for Drawing in the Digital Realm informed by the course method

**APRIL 14 — APRIL 18**
- Project Book Development

### Week 14 Objectives:
- Identify Where the Evidence of Drawing Sketchbook 2 informs/transmogrifies surprising results for the final Project Book

**APRIL 22 — APRIL 24**
- Sketchbook2 and Site Specific Book return • FAC 106 Collection during exam week—Friday, May 2 — 10AM — 4:30PM — Consult e-Learning for Finals Week Schedule, for possible earlier dates. See e-Learning for mail return options.

Course Calendar subject to change—refer to E-Learning

*Syllabus subject to change*