

Department of Performance, Play & Design
SYLLABUS for THEA-14: Drawing (Session 1)
Summer 2024

I: CLASS & CONTACT INFORMATION

Class Dates: Tuesday, June 25 through Thursday, July 25 (no class on July 4)

Class times: Tuesdays and Thursdays from 9:00 am to 12:30

Class Location: Elena Baskin Visual Arts Center M101

Instructor: Jaime Cortez (Pronouns he/him)

Email: jcorte41@ucsc.edu

Office Hours: Tuesdays from 1pm to 2:30pm on campus. I will be in Building C, Room C205 of the Theater Arts Complex. You may schedule an appointment by emailing the instructor. You may show up unannounced and meet as soon as the instructor is free to see you. Students with appointments will have priority over drop-ins. If you need to meet outside of office hours, please email instructor so that we can schedule an appointment on Zoom.

II. WELCOME

Welcome to the Theater 14 drawing class! I am excited to work with you all this summer, and to see the evolution of your drawing skills. This syllabus will explain our class goals, expectations, and communication norms. Please read it carefully and reach out if you have questions or concerns. I am here to support you and help your drawing practice evolve. If you have questions or concerns or need additional help, please schedule an appointment during office hours or out of office hours if needed.

III. LAND ACKNOWLEDGEMENT

The land beneath UCSC is part of the unceded territory of the Awaswas-speaking Uypi Tribe. The Amah Mutsun Tribal Band, comprised of the descendants of indigenous people taken to missions Santa Cruz and San Juan Bautista during the Spanish colonization of the Central Coast are the original inhabitants of this land, and we honor their current efforts to restore traditional land stewardship practices and to heal from historical trauma.

IV. COURSE OVERVIEW AND EXPECTATIONS

REGARDING THE CLASS CONTENT:

Drawing is a tool for self-expression, communication, problem-solving, and joy. Many art disciplines like painting, sculpture, installation, and design begin with sketches and drawings. Learning to draw takes time, effort, dedication, and, most importantly, self-reflection, self-discipline, and kindness to yourself.

One of the most critical skills that feeds into drawing is SEEING. It may seem obvious that seeing is important, but what is less obvious is that our ability to see accurately is often hampered by pre-conceived ideas we have about what we are seeing. For example, the idea I have in my head about what a hand looks like may keep me from seeing what a hand truly looks like. In class, we will discuss how to enhance our ability to see.

This class will introduce you to fundamental drawing topics like tonal value, gesture, perspective, proportion, positive/negative space, form, contour, scale, volume, and spatial relationships. Through in-class exercises, studying drawings, homework assignments, and independent sketchbook drawing, we will explore practical tools to improve your drawing skills, regardless of your current drawing level. We will focus on direct viewing in 3D space, and for that reason, I ask that you not work off of images on your screens (tablets, phones, computer, and etcetera).

This class is based on in-person work, instruction, and feedback. There will be no virtual class sessions. The work in the studio is key to student growth. In the studio, we engage in collective and individual feedback, discussions, and demonstrations. Most of your in-class time will be spent drawing.

ATTENDANCE:

Attendance is of vital importance and is mandatory. Our class will meet for 9 sessions between June 25 and July 25 (we will not meet on the 4th of July, a national holiday). You are allowed one (1) unexcused absence. Three absences (3) will result in a failing grade. Please reach out to the course instructor if you have any issues preventing you from attending or otherwise succeeding in this class, and he will try to support you in addressing attendance/academic challenges.

Roll call will be taken around 9:10am. If you are tardy (arriving more than ten minutes late) and arrive late for roll call two times, the two tardies will count as one absence. You are allowed one absence without lowering your grade, but repeated absences and tardy arrivals will lower your grade. If you arrive to class after roll call, it is your responsibility to let the instructor know so that you aren't marked absent that day. Let the instructor know if you have ongoing attendance or tardiness difficulties.

REGARDING CLASS STRUCTURE:

This is a practice-based class that meets in person. There will be no virtual/online classes unless there are health or safety reasons that require us to meet online. Each class session will be 3 and ½ hours in length. While each class will be different, they will roughly follow this structure:

9:00am - 9:30am:	Take roll, exercise introduction, instructions/demonstration, and questions
9:30am - 10:30am	Classwork (drawing)
10:30am – 10:45am	Break
10:45am – 12:00pm	Classwork (drawing)
12:00pm – 12:30pm	Critique and clean up.

This is a 5-credit class, so **in addition to being in class six hours a week, you should put in 3 hours per week outside of class time** (doing your homework, or working on your sketchbook). *Please pace yourself accordingly.*

REGARDING COMMUNICATION:

Canvas and the classroom are our primary forms of communication. The instructor will post updates on assignments and deadlines in Canvas, so please check it regularly.

Feel free to email me. I will try to respond to emails within 24 hours on weekdays. If you email me at night or on the weekends, I may not respond till the following weekday. If your email is time sensitive, please write "TIMELY" in the subject line. If you don't hear back from me in 24 hours, please circle back!

V. ASSIGNMENTS & EVALUATION

The class will be graded on a 1000-point scale. An "A" is 900 or more points, a "B" is 800-899 points, a "C" is 700-799 points, and etcetera.

Attendance	200 points
In-class drawing exercises (9 days at 25 points each)	225 points
Homework assignments (5 at 50 points each)	250 points
Sketchbook (submitted at end of class)	250 points
Progress and participation in discussions	75 points
TOTAL:	1,000 points

Remember, beginning drawers can still great success in this class as long as you complete your assignments on time and put effort into improving your skills and applying the lessons. Your best effort is enough!

Homework Assignments

You will complete five outside-of-class assignments. Brief descriptions and due dates are included in the calendar below. Complete assignment instructions will be posted on Canvas and reviewed in class the week before the due dates. The homework assignments will count toward your 3 hours of weekly work, along with work you do in your sketchbook. On your drawings, write the amount of time spent on the assignment, the week you did it, as well as your name before turning it in. This goes for both the homework assignments and your sketchbook work.

Sketchbook

I expect you to work at least **3 hours a week in your sketchbook**. Your self-driven, self-disciplined work in the sketchbook aims to *hone the skills initially introduced in class*. Drawing in coffee shops or the library, copying drawings you admire, and re-working concepts from class; are just a few examples of productive use of the weekly sketchbook assignment. Your sketchbook is your playground and self-run laboratory. Please annotate your drawing with the time spent on each drawing and the date on which the drawing was made. Any increment of time spent drawing is valid, whether it is a ten-minute drawing or a two-hour drawing. While short drawings are welcome, overall it is better to have numerous long intentional, complex, and detailed drawings combined with quicker drawings.

Self-reflection

The last day of drawing in class will count as a “final exam” of sorts. Recreating your first drawing will be an exercise in self-reflection. We will compare your first and last drawings to review your progress. It’s an opportunity to reflect on your progress and your growing edges.

VI: CLASS REQUIRED MATERIALS

Textbooks: There is no required textbook. I will provide handouts during the session. Please keep them and bring them to class. You have paid a class fee that covers sketching paper, charcoal, pencils, and other materials.

Portfolio: Please buy or make a basic portfolio to store your drawing assignments. It should be able to hold paper of at least 18 in. by 24 in. in size. You can make a simple portfolio with sheets of cardboard or foam board and strong adhesive tape. Zippered portfolios can be purchased at art supply stores.

In case you want to buy art supplies that are not provided in the class, here are some nearby and locally-owned art supply stores: Lenz Arts Inc.: 142 River St., Santa Cruz. Phone: (831)423-1935 Palace Art & Office Supply: 1501 41st Ave K, Capitola, CA 95010. (831) 464-2700 If you end up shopping at these local stores, take your student ID and ask about student discounts. You can also have fun shopping at the Dick Blick Art Materials site: DickBlick.com or at Michael’s in Capitola.

VII. ACADEMIC INTEGRITY

All members of the UCSC community benefit from an environment of trust, honesty, fairness, respect, and responsibility. You are expected to present your own work and acknowledge the work of others in order to preserve the integrity of scholarship.

Academic integrity includes:

- Following exam rules
- Using only permitted materials during an exam
- Viewing exam materials only when permitted by your instructor
- Keeping what you know about an exam to yourself
- Incorporating proper citation of all sources of information
- Submitting your own original work

Academic misconduct includes, but is not limited to, the following:

- Disclosing exam content during or after you have taken an exam
- Accessing exam materials without permission
- Copying/purchasing any material from another student, or from another source, that is submitted for grading as your own
- Plagiarism, including use of Internet material without proper citation
- Using cell phones or other electronics to obtain outside information during an exam without explicit permission from the instructor
- Submitting your own work in one class that was completed for another class (self-plagiarism) without prior permission from the instructor.
- Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student’s transcript. For the full policy and disciplinary procedures on

academic dishonesty, students and instructors should refer to the [Academic Misconduct page](#) at the [Division of Undergraduate Education](#).

VIII: ALL-GENDER RESTROOMS

UC Santa Cruz is committed to the well-being of all students and cares about all students feeling safe and welcome, regardless of their gender identity, expression, and/or embodiment. The [Lionel Cantú Queer Center](#) has worked with students and campus staff to create more safe and accessible restrooms for transgender and genderqueer students, staff, faculty, alumni, and UCSC visitors. A [complete list of all-gender restrooms](#) on campus was compiled and is maintained by the Cantú Queer Center.

IX. UC POLICY ON SEXUAL HARASSMENT/RESOURCES - TITLE 9/CARE ADVISORY

UC Santa Cruz is committed to providing a safe learning environment free of gender discrimination and sexual harassment, explicitly prohibited under Title IX. If you have experienced sexual harassment, sexual assault, domestic violence, dating violence, or stalking, know you are not alone. The Title IX Office, the Campus Advocacy, Resources & Education (CARE) office, and Counseling & Psychological Services (CAPS) are all resources you can rely on for support.

Please be aware that if you tell me about a situation involving Title IX misconduct, I am required to share this information with the Title IX Coordinator. This reporting responsibility also applies to course TAs and tutors (as well to all UCSC employees who are not designated as “confidential” employees, a special designation granted to counselors and CARE advocates). Although I must notify you, you will control how your case will be handled, including whether or not you wish to pursue a formal complaint. The goal is to make sure that you are aware of the range of options available and have access to the resources you need.

Confidential resources are available through [CARE](#). Confidentiality means CARE advocates will not share any information with Title IX, the police, parents, or anyone else without explicit permission. CARE advocates are trained to support you in understanding your rights and options, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. You can contact CARE at (831) 502-2273 or care@ucsc.edu. In addition to CARE, these resources are available to you:

- If you need help figuring out what resources you or someone else might need, visit the [Sexual Violence Prevention & Response \(SAFE\) website](#), which provides information and resources for different situations.
- [Counseling & Psychological Services \(CAPS\)](#) can provide confidential counseling support. Call them at (831) 459-2628.
- You can also report gender discrimination and sexual harassment, and violence directly to the University’s [Title IX Office](#), by calling (831) 459-2462 or by using their [online reporting tool](#).
- Reports to law enforcement can be made to the UC Police Department (831)459-2231 ext. 1.
- For emergencies, call 911.

X. REPORT AN INCIDENT OF HATE OR BIAS

The University of California, Santa Cruz is committed to maintaining an objective, civil, diverse, and supportive community free of coercion, bias, hate, intimidation, dehumanization, or exploitation. The

Hate/Bias Response Team is a group of administrators who support and guide students seeking assistance in determining how to handle a bias incident involving another student, staff or faculty. To report an incident of hate or bias, please use the following form: [Hate/Bias Report Form](#).

XI. DIFFICULT CONVERSATIONS

In our in-class and online discussions and dialogues, we will have the opportunity to explore challenging, high-stakes issues and increase our understanding of different perspectives. Our conversations may not always be easy. We sometimes will make mistakes in our speaking and our listening. Sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. We will always need respect for others. Thus, an important aim of our classroom interactions will be for us to increase our facility with difficult conversations that arise inside issues of social justice, politics, economics, morality, religion, and other issues where reasonable people often hold diverse perspectives. This effort will ultimately deepen our understanding and allow us to make the most of being in a community with people of many backgrounds, experiences, and positions.

XII: GENERAL CONDUCT

In this class we abide by the **UCSC Principles of Community**. Please familiarize yourself with these: <https://www.ucsc.edu/about/principles-community.html>.

XIII. STUDENT SERVICES

Accessibility

- UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please affiliate with the DRC. I encourage all students to benefit from learning more about DRC services to contact DRC by phone at 831-459-2089 or by email at drc@ucsc.edu. For students already affiliated, make sure that you have requested Academic Access Letters, where you intend to use accommodations. You can also request to meet privately with me during my office hours or by appointment, as soon as possible. I would like us to discuss how we can implement your accommodations in this course to ensure your access and full engagement in this course.
 - **DRC online:** <https://drc.ucsc.edu>
 - **DRC Frequently Asked Questions for prospective and current DRC Students, faculty and Staff, and parents:** <https://drc.ucsc.edu/resources-and-forms/faqs.html>
 - **Frequently Asked Questions regarding Service and Support animals:** <https://drc.ucsc.edu/services-and-accommodations/sa-overview/other-accommodations/service-animals-faqs.html>
 - **UC Santa Cruz Service/Support Animal Policy:** <https://policy.ucsc.edu/policies/student-affairs/dss-0003.html>
- **Mental Health Support**
[Counseling & Psychological Services \(CAPS\)](#) can provide confidential counseling support. Call them at (831) 459-2628.

Many students at UCSC face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional wellbeing. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients' cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.

- **Student Success and Engagement Hub**

[The Division of Student Success](https://studentsuccess.ucsc.edu/ecosystem-of-care/index.html) provides campus-wide coordination and leadership for student success programs and activities across departments, divisions, the colleges, and administrative units. <https://studentsuccess.ucsc.edu/ecosystem-of-care/index.html>

- **Tutoring and Learning Support**

At Learning Support Services (LSS), undergraduate students build a strong foundation for success and cultivate a sense of belonging in our Community of Learners. LSS partners with faculty and staff to advance educational equity by designing inclusive learning environments in Modified Supplemental Instruction, Small Group Tutoring, and Writing Support. When students fully engage in our programs, they gain transformative experiences that empower them at the university and beyond.

- **Slug Support / Basic Needs Program**

College can be a challenging time for students and during times of stress it is not always easy to find the help you need. Slug Support can give help with everything from basic needs (housing, food, or financial insecurity) to getting the technology you need during remote instruction.

- To get started with SLUG Support, please contact the Dean of Students Office at 831-459-4446 or you may send us an email at deanofstudents@ucsc.edu.

- **Slug Help/Technology**

The ITS Support Center is your single point of contact for all issues, problems or questions related to technology services and computing at UC Santa Cruz. To get technological help, simply email help@ucsc.edu.

- **On-Campus Emergency Contacts**

For all other help and support, including the health center and emergency services, Click here to go to UCSC's Emergency Services page. Always dial 9-1-1 in the case of an emergency.

- More resource links can be found in the [Theater Arts Undergraduate handbook](#).

XIV: RELIGIOUS ACCOMMODATION

UC Santa Cruz welcomes diversity of religious beliefs and practices, recognizing the contributions differing experiences and viewpoints can bring to the community. There may be times when an academic requirement conflicts with religious observances and practices. If that happens, students may request reasonable accommodation for religious practices. The instructor will review the situation in an effort to provide a reasonable accommodation without penalty. You should first discuss the conflict and

your requested accommodation with your instructor early in the term. You or your instructor may also seek assistance from the [Dean of Students office](#).

XV: MATURE COURSE CONTENT

In university courses you may be assigned images, films or other material that could contain difficult ideas, uncomfortable language, or graphic depictions of sex or violence. You will be asked to treat these portrayals critically, to consider what is being expressed by the maker, or to examine the potential social impact, and to evaluate the works in a given context. Instructors are always happy to speak with you about the course content and/or your work, and might direct you to Counseling & Psychological Services (CAPS) – caps.ucsc.edu 831-459-2628, or the Disability Resource Center – drc@ucsc.edu, 831-459-2089, should you need additional support in order to participate and do your best work.

CONTENT ADVISORY

This course will include two sessions where we draw from live, nude models. One will be a female model, the other a male. Some students may find it distressing to be in a class with nude models or may object to being present for cultural or religious reasons. I encourage you to do what you need to care for yourself. If taking care of yourself means that you alert me that you will need to outside during class, either for a short time or for the rest of the class, you may do so without academic penalty. You may also let me know in advance if you can't be present. If you do leave the class for a significant time, please make arrangements with the course instructor for making up the missed work.

XVI: GRADE DISPUTES

If you have questions about the grading of your work, please make arrangements to meet with your teaching assistant (TA) if the course has one. If the course does not have a TA, or if your questions are not resolved, please see the course instructor during office hours. If the matter still remains unresolved, you will be advised on further options.

XVII: ACADEMIC MISCONDUCT POLICY

Academic misconduct includes but is not limited to cheating, fabrication, plagiarism, or facilitating academic dishonesty. Acts of academic misconduct during the course, including plagiarism, can and usually do result in failure of the course, at the sole discretion of the instructor of record. Your case will be reported to the College Provost as per the Academic Integrity guidelines found on the web at:

https://www.ue.ucsc.edu/academic_misconduct

XVIII: STUDENT EXPERIENCE OF TEACHING SURVEYS (SETs)

The Theater Arts Department collects feedback from students at the end of each course in the form of Student Experience of Teaching Surveys (SETs). You will receive an email when the evaluation/survey is available. The email will provide information about the evaluation as well as a link to it online. When you receive the email, please click the link, log in, and complete the evaluation. Student submissions are anonymous and confidential. Instructors cannot identify which submissions belong to which students and will only be able to review the data collected after all grades have been submitted. Please give serious thought to your comments. This survey will become part of the instructor's personnel file to be reviewed by colleagues and administration when considering the instructor's future teaching assignments and promotions. Your comments will be available by the instructor only after grading your work and may be used to improve future offerings of the course.

XIX: LAPTOP COMPUTERS AND MOBILE DEVICES:

Laptops can be a useful tool in the service of teaching and learning when used productively and respectfully.

A few common sense rules:

1. Always set up your laptop before the beginning of class. Setting up the computer and booting it up can take a few minutes depending on what applications are set to open at startup. Turn off all other mobile devices before lecture begins.
2. Disable sound.
3. During lecture and classroom discussion, you should not be connected to network resources. Being online invites many distractions - web surfing, email, chats, etc. Chatting or emailing during class is no more acceptable than talking on a cell phone during class time. Additionally, your networked screens are distracting to those sitting near and behind you.

If you are found to be doing anything other than note-taking (or sanctioned network activity) you will be asked to leave the class immediately and will be marked as absent for that day. Your instructor reserves the right to further limit laptop use in their classes. For example, you may be asked to close your computer during screenings or be asked to sit in a certain area of the room if you are actively using your laptop.

Thea 14 COURSE SCHEDULE

The instructor reserves the right to alter the following schedule.

WEEK 1

Tues - June 25

- Introductions -Syllabus/Q&A.
- Theories of drawing.
- Discuss **tonality** in drawing, sight measuring, proportions
- Still life drawings in pencil

Thur - June 27

- Exploring **subtractive** drawing
- Subtractive still life exercises
- **HOMEWORK #1 (Due July 2)**: 2-hour still life drawing with pencils and charcoal (additive or subtractive drawing) on 18X24 drawing paper. Also, 1 hour of free drawing in sketchbook incorporating some of what you have learned and also exploring through drawing. Date your drawings, and identify them as “Week 1 homework,” and note the amount of time you spent on the drawings.

WEEK 2

Tues - July 02

- Discuss **line and contour**
- Do brief contour drawings of fellow students
- Do blind and semi-blind contour drawings
- Do drawings of your hand, using various techniques
- Step outside for landscape contour drawing
- **Homework #2 (due July 9)**. Spend two hours doing one or two large and detailed hour line drawing (no shading) of your favorite shoe(s) on 18X24 drawing paper. Also, do one hour of diverse contour drawings in your sketchbook. The contour drawings can be blind drawings, semi-blind drawings, or sighted drawings. Date your drawings, note the minutes it took to create the drawings, and identify them as “Week 2 homework.”

Th-July 04 (NO CLASS – NATIONAL HOLIDAY)

WEEK 3

Tues- July 09

- Discuss **negative space** in drawings
- Review drawings that incorporate negative space proactively
- Do drawings that incorporate elements of negative space

Thur – July 11

- Discuss **perspective** in drawing
- Do perspective drawings from photos
- Step outside for perspective drawing exercises
- **Homework #3 (due July 16):** Spend two hours doing one or two large perspective-based drawing on 18x24 drawing paper. Also, spend one hour doing perspective-based drawings or negative space drawings in your sketchbook.

WEEK 4

Tues – July 16

- Drawing on 3D objects
- Use foam board, paper and drawing materials to create freestanding 3D object covered with drawings. The drawings can be done directly on the foam board or you may cover the foam board in drawing paper.
- **Homework #4: (Due July 23)** Finish your illustrated 3D object at home. If you finish your object in class, create a second illustrated 3D object. The 3D object(s) will be due July 23. Also, continue drawing in your sketchbook with content of your choice. It should all add up to 3 hours of out-of-class work.

Thur – July 18

- Discuss figure drawing, discuss gesture in drawing
- Do sequence of drawings with live model (quick gesture, medium-length poses, long poses)
- **Homework #5 (Due July 25):** Do a portrait of yourself (it can be your face, your body from the waist up or from the chest up, etcetera). Draw on 12x24 paper. Date your drawings, and identify them as “Week 5 homework,” and note the amount of time you spent on the drawings. Continue drawing in your sketchbook, incorporating what you have learned, and also experimenting.

WEEK 5

Tu-July 23

- Discuss figure drawing
- Do warm-up short figure drawings, and two long form drawings

Th-July 25

- Do a recreation of first class assignment drawings
- Reflect on individual progress in the class
- Turn in sketchbooks