A GENERAL DESCRIPTION OF THE ONLINE COURSE

INTR 12100 - Freehand Sketching

Drawing in the “freehand” (nonmechanical) method will be presented in pencil, ink, and markers. The course is aimed at the beginning design student. It will utilize objects of interior environment as a means of understanding various drawing principles and familiarize the student with basic rendering techniques.

Cr. 3.

The online version of INTR 12100 Freehand Sketching was designed to meet the course content described in the IPFW Bulletin. The sections offered in the classroom are scheduled to meet 5 hours each week. The expectation for students in the online section is equivalent. The course is required for A.S. degree seeking students in Interior Design and Architectural Engineering Technology and must meet the accreditation standards for Accreditation Board for Engineering Technology (ABET) and Council for Interior Design Accreditation (CIDA). Students from other majors often enroll in the course.

The online course materials are released to students in weekly units with assignments for Monday, Wednesday and Friday. Student work on the assignments is flexible with due dates one week later and cut-off dates two weeks after release of the assignment. Course topics are presented in both lecture and demonstration videos. Assignments are designed to help the student build skill in material manipulation, an understanding of basic graphic principles, graphic communication skills related to the built environment, and creative use of the skills acquired. Assignments increasing in difficulty require students to transfer skills from one assignment to the next. The final assignment is a composite drawing with the expectation that students will exhibit mastery over the course materials and skills.

DESCRIPTIONS OF THE ONLINE TEACHING APPROACHES UTILIZED

Enrolled students receive an introductory email before the first week of classes. This email provides information about online support and Blackboard tutorials. Students receive a link to a typical course lecture so that they can test the ability of their computer to download course materials.

The course home page is designed to be graphically pleasing to engage students in the course. Each folder has icons created to relate to the assignment topics. Folders contain material organized on a weekly basis and are clearly marked. Each week folder contains assignment folders corresponding to the course calendar of assignments and points. The footer provides instructor contact information.
The Open Me First folder contains the course syllabus and materials list. Course Objectives video lecture and a Materials video lecture are also to be found here. Submission requirements are clearly explained.

Time management is critical in the successful completion of this course. In order to help students organize their time one of the first week assignments is the drawing of a weekly time management calendar wherein they identify the five to seven hours per week they will spend on this course.

Folders for each week contain the assignment folders for that week. The assignment folders contain links to online lectures, demonstrations, media files with examples of quality work, and assignment sheets.

Each Assignment Sheet states the Project Objectives, a Project Statement/Instructions, Required Materials, and expected Student Competencies as a result of the activity. Each assignment has a student Self-Assessment sheet to assist students evaluate their own work.

All assignments are submitted as electronic documents through the assignment tab. Students are encouraged to comment on their experience in the comment box. Grading comments are made though the Grader/Reviewer Comments. Course communication is through Blackboard Email. Weekly Sketch Notes are posted to all students with additional tips and notes of encouragement.

The course lectures were developed using ScreenCorder and Movie Maker software available through IPFW.

Drawing demonstrations were self-recorded in IPFW classrooms and during trips to conferences and while teaching in Europe. Videos were shot in Chicago, Kansas City, Phoenix, Miami Beach, Rome, Palestrina, Tivoli and Ostia Antica, Italy, and Berlin, Germany.
THREE EXAMPLES OF WELL-DESIGNED COURSE MATERIALS WHICH EMBODY EFFECTIVE TEACHING STRATEGIES

Example One – Getting Started Assignments Folder

This folder contains the introductory skills assignments including the Strategies for Success assignment in which students must develop a weekly time management calendar.
By opening the Assignment Folder the student sees the files for the Lecture Demonstration and the Assignment. (below)

The following pages contain the Lecture/Demonstration and the Assignment Sheet.

Click on the links to watch the videos.
INTR 121 FREEHAND SKETCHING

Strategies for Success: Time Scheduling - Lecture and Demonstration 14 min.

Ctrl + click to follow Links or Cut and Paste the following link into your web browser

http://users.ipfw.edu/kubik/INter121 Videos Final/0_1Pre_course Intro/Success.wmv
PROJECT TITLE: TIME SCHEDULING FOR SUCCESS

PROJECT OBJECTIVES INCLUDE: The objective of this project is for students to develop a strategy for success in INTR 121 Freehand Sketching by developing a schedule of their weekly obligations reserving time to do the required coursework for INTR 121. Students will practice freehand line drawing and punch-line-punch lines in various line weights.

PROJECT STATEMENT: After watching the demonstration video, draw a week calendar and fill in your study, work, and family obligations. Clearly identify the time you have reserved for freehand sketching projects.

STUDENT COMPETENCIES: Students will be able draw freehand lines and punch-line-punch lines. Students will develop skill in time management.
Example Two – Week Six Folder – Courtyard Design

Week Six Assignments bring together the skills and materials introduced in the first weeks of the course.
By clicking on the Week Six icon the student opens the folder to the contents below:

**INTR 121 FREEHAND SKETCHING**

- **Assignment 6.0 - Weekly Contour Drawing**
- **Assignment 6.1**
  - Line Compression
- **Assignment 6.2 Assignment 6.3**
  - Introduction to Markers
- **Assignment 6.4**
  - Courtyard Design Project

INSTRUCTOR: MATTHEW KUBIK, ET 221K, OFFICE HOURS TUES - THURS 3-5 PM OR BY APPOINTMENT. 260-481-6581
Assignment 6.4 contains the files for the Lectures, Demonstration, Media Files and support materials found on the next pages. Click on the links to watch the videos.
INTR 121 FREEHAND SKETCHING

Lecture Courtyard Design

Ctrl + click to follow Links or Cut and Paste the following link into your web browser

http://users.ipfw.edu/kubik/INter121_Videos_Final/9_0Courtyard/LectureCourtyardDesign.wmv
INTR 121 FREEHAND SKETCHING

Demonstrations - Assignment 9.1, Courtyard Site Plan Rendering

Ctrl + click to follow Links or Cut and Paste the following link into your web browser

http://users.ipfw.edu/kubik/INter121_Videos_Final/9_0Courtyard/DemoCourtyardRender.wmv
PROJECT TITLE: COURTYARD PLAN

PROJECT OBJECTIVES INCLUDE: The objective of this project is for students to exhibit use of positive/negative space, land contours, trees, and texture in plan view with an application of, color rendering.

Project Statement: Communication of design ideas in plan view often includes landscaping, trees, planters, seating and other site elements. Design the Neff Hall courtyard as a student friendly area. Be sure to include seating areas for outdoor study or eating.

- Develop your design using a diagonal or radial geometry
- Use the vegetation textures and paving patterns previously practiced
- Include at least 3-5 trees from previous assignment
- Show shadows from trees, seating and benches to indicate depth
- Provide at least one mounded area described with land contour lines.
- Special features like seating areas are to be noted with professional architectural lettering in MCET Standard
- Use block tracing letters to label the drawing “SITE PLAN” in the lower right hand corner.
- Your final design is to be rendered in color using any combination of markers, color pencils and color pastels.

DRAWING PROCESS:

The Neff Hall Courtyard base plan has been provided in two halves. Line up the two halves on the dashed match line and tape them together. Use this under the sheet of your marker paper as a design template.

REQUIRED MATERIALS: Marker paper, Ink pens, Color Pencil, Color Pastels, Color Markers.

STUDENT COMPETENCIES: Students will be able to develop a site plan design sketch with trees, texture and color.
INTR 121 - COURTYARD DESIGN

SELF ASSESSMENT

When done, LETTER your name, SIGN and DATE the statement below.

On a scale of 1 to 10 with 10 being highest, rate your satisfaction with your completed work __________________

I spent the following time on this project ______________________

Submission of this assessment is verification that you have successfully performed the exercise and have asked for and received clarification from the instructor for any and all questions. Furthermore, submission implies that you declare a Full and Complete understanding of the concept.

Scan or Photo your drawing. Complete Assessment. Submit through Blackboard Assignments tab.
Example Three – Contour Drawing Site Sketchng.

Each week for Weeks Three – Eight students are required to practice and develop a drawing using the contour method of drawing. This culminates the final sketch of a building. The Demonstration video was shot on site in Potsdam, Germany. The Demonstration link sheet and Assignment sheet with Self Assessment are on the next pages. Click on the links to watch the videos.

INTR 121 FREEHAND SKETCHING

Contour Drawing Portfolio Number 6 – Drawing a Building

Ctrl + click to follow links or Cut and Paste the following links into your web browser.

DEMONSTRATION:

http://users.ipfw.edu/kubik/INter121 Videos Final/EinsteinTower.wmv
INTR 121 FREEHAND SKETCHING   SKETCH PORTFOLIO DRAWING - BUILDINGS

PROJECT TITLE:  CONTOUR DRAWING SKETCH PORTFOLIO

PROJECT OBJECTIVES:  The objective of this project is for students to develop drawing skills through continued practice of Contour Drawing. Observations are to be expressed through line and graphic form. Students are to practice suppression of left brain interference of creative expression while using contour drawing technique.

Project Statement:  Choose a building with an interesting form (not just a square box). (Examples: churches, courthouse with dome, etc.)

1. Define the working plane with a freehand border.
2. Relax and prepare yourself to draw. The process is no different than when you drew the flowers!
3. You may glance back and forth from the paper to the object while you are drawing but keep your pen on the page at all times!
4. When you are finished look at your drawing and mark your immediate (subjective) satisfaction level on the Assessment Sheet
5. Set the drawing aside for several hours then come back and look at it again. Record your reflection (objective) satisfaction level on the Assessment Sheet

REQUIRED MATERIALS:  Medium line pen, 8 ½” x 11” or larger sketch paper,

STUDENT COMPETENCIES:  Students will be able quiet the left side of the brain and recognize the sensation of right brain use. Student will develop skill in continuous line drawing.

SUCCESS REQUIRES PRACTICE - CONTINUE TO SKETCH PRACTICING CONTOUR DRAWING
EXAMPLES THAT WERE DRAWN WITH CONTINUOUS LINE CONTOUR DRAWING:
INTR 121 - CONTOUR DRAWING  SKETCH PORTFOLIO BUILDINGS

SELF ASSESSMENT

When done, LETTER your name, SIGN and DATE the statement below. (circle one):

I watched the online demonstration before completing the project: YES  NO

I created drawings using a continuous flowing line never removing the pen from the page YES  NO

On a scale of 1 to 10 with 10 being highest, my immediate satisfaction

On a scale of 1 to 10 with 10 being highest, my reflection satisfaction

I spent the following time on this project ______________________

I ________________________ (letter name) have successfully performed the exercise. Furthermore, I have asked for and received clarification from the instructor for any and all questions. I declare a Full and Complete understanding of the concept.

Signature ___________________________ Date___________________________
EVIDENCE OF EFFECTIVENESS OF THE INNOVATION(S) IN ACHIEVING DESIRED LEARNING OUTCOMES IN THE ONLINE COURSE

Student work produced in the online course has been equivalent or better than the work produced in classroom sections of the course.

Examples of student work is on the following pages.

Assignment 2.2 Glancing Contour Drawings

These drawings are produced by a continuous line – the pen never leaving the page. This is a typical example of student work for this assignment.
Assignment 11.2 Marker Render Furniture

These example were chosen to show the students assimilation of various techniques demonstrated in the course including use of line weights, shadows and highlights, color pencil shading and use of color markers.
Assignment 11.3 Isometric Planter

This example was chosen to show the students understanding of orthographic projection and isometric drawing in a creative design. The student has shown mastery of course material use and skills including drawing and rendering of trees, shading, texture, use of line types.
Assignment 6.4 – Courtyard Design

These examples were chosen to show student mastery of site plan textures, trees in plan, shading and shadows presented in a creative project.
Final Project

This example was chosen to show student mastery of course concepts including elevations, detail drawing on site, one and two point perspective, floor plans.
DEMONSTRATED RAPPORT WITH LEARNERS AND OTHER COURSE PARTICIPANTS

When submitting assignments, students are urged to comment on their drawing experience. The following screen captures exhibit typical student remarks and my responses.
Comments on Assignment: Assignment 2.1 Blind Contour Drawing

Author: M Kubik (Section Instructor) Date: Mon Jan 24 18:50:19 EST 2011
All of these are wonderful. The trick is to carry this freedom and expressiveness into the drawings that you consciously construct. I very much appreciate your comments.

Author: Kathleen Krueger (Student) Date: Sun Jan 23 22:03:29 EST 2011
How amazing is the brain that it can register space traveled without using sight? Almost offers a little insight how the vision impaired are able to get around so well. I couldn’t believe so many of the lines actually connected where they were supposed to and how some of these drawings drawn “blind” look alot better than some of my sketch art before this class. Wow!