GS 1181: Drawing to Learn
Section: F34 Classroom: A005
MW 12:00-12:50 This course is an 8 week, 1 credit hour course  Aug 29, 2016 - Oct 21, 2016
Instructor: Dr. Laurence Musgrove Office: Academic 010 Office Hours: MW 2-3pm
Contact information: lmusgrove@angelo.edu

1181 Freshman Seminar (1-0). Seminar on various contemporary topics. This course is designed to introduce incoming freshmen to the intellectual and cultural environment of the university and the impact it will have on their lives as students. Freshman Seminars incorporate various integral elements in order to facilitate first-year students’ transition from high school to college-level learning. Emphasis will be on communication, critical thinking, and information literacy. Open to all majors; restricted to and required of first-time-in-college students.

What kinds of assignments are required in this course?
You will be practicing college-level reading, writing, and research skills. In addition, you will learn the basics of “drawing to learn.” You will also have the opportunity to attend an event on campus and record your learning via drawing. More detail further below.

Why is this section of GS 1181 called “Drawing to Learn”?
This course provides you with an introduction to using drawing as a tool for thinking, learning, and communication in college. You will learn the values of visual thinking, doodling, common visual formats for problem-solving, and sketch note-taking via simple drawing so that you can easily capture recorded or live lectures. Advanced drawing ability is not a prerequisite for this course. You will learn sufficiently basic skills in order to complete coursework successfully.

What Do I Need For This Class?
I will supply you with all of the materials for this course, including the drawing materials you will need to complete most of the assignments for this class. You will have to supply those abilities and attitudes necessary for performing those assignments satisfactorily and on schedule.

Do I Need a Textbook?
You will not need to purchase a textbook. I will provide you all materials via lectures and materials in class.

What Else Should I Know About Being Successful in this Course?
For most new students, college will be quite a different sort of learning experience than they had in high school. You will have to develop new strategies for managing your time and your work. And of course, college life and new friends will offer all kinds of new distractions that will want your attention. Prioritizing your school work, attending class, and scheduling the completion of assignments will present daily challenges. Simply coming prepared to class each day and turning assignments in on time should be top priorities. If you succeed in these two areas, your college experience will probably be very successful.

What Should I Be Able to Learn in This Course?
- Critical Thinking Skills
  - The ability to gather, analyze, evaluate, and synthesize information relevant to a question or issue
  - The ability to develop and demonstrate a logical position (i.e. perspective, thesis, hypothesis) that acknowledges ambiguities or contradictions
- Communication Skills
  - The ability to develop, interpret, and express ideas through effective written communication
  - The ability to develop and express ideas through drawing

What Kind of Assignments Will Be Required?
Several In-Class Drawing Assignments
You will fulfill these assignments by practicing specific drawing-to-learn strategies in class.
**Two Summary Assignments**
You will fulfill these assignments by (a) reading two articles on drawing-to-learn, (b) drawing a handmade response, and (c) writing a brief summary of each article.

**Information Literacy Assignment**
You will go to the “16 Fall Information Literacy” course on your list of Blackboard courses, watch a number of videos, and complete the corresponding assignments. This online assignment will take about 45 minutes.

**Sketchnote Response Assignment**
You will complete a sketchnote response to a university or college-wide event. Approved events will be posted on Blackboard.

**Illustrated Speaking Assignment**
You will present a 2-3 minute live drawn and highly structured speech on a topic or story you know well.

**How Will My Final Grade be Calculated?**
- In-Class Drawing Assignments 20%
- Two Summary Assignments 20%
- Information Literacy Assignment 20%
- Sketchnote Response Assignment 20%
- Illustrated Speaking Assignment 20%

**Is Extra Credit Available?**
No.

**Do I Have to Attend Every Class?**
Did you know that the word “attend” has its roots in a word that means “to stretch”? It’s no stretch to say daily attendance is expected. Much of the learning for the class will occur during class time. But more is required than just passive attendance. Your learning and success in the class will also be dependent upon your participation, especially in learning the basics of “drawing to learn.” You will demonstrate your class participation in two main ways: First, I will often ask you to share your work with others in the class. Second, I will often ask you to work in groups to support each other’s learning. In addition, each absence will result in the loss of 5 points off the final course grade. Four absences of any kind will result in failure.

**Academic Honesty**
Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. You are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the Student Handbook. In essence, the willingness to cheat undermines our purpose at the university. Students who cheat risk failing the course.

**Students with Disabilities**
Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation. Student Contact: The Student Life Office is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by contacting the Student Life Office, Room 112 University Center, at (325) 942-2191 or (325) 942-2126 (TDD/FAX) or by e-mail at student.life@angelo.edu to begin the process.

**Student Absence for Observance of Religious Holy Days**
If you intend to be absent from class to observe a religious holy day, you should make that intention known in writing to me prior to the absence.
### Drawing to Learn Strategies

1. Drawing to Calm – Coloring
2. Drawing to Listen – Doodling
3. Drawing to Record Learning – Sketchnoting
4. Drawing to Present Learning – Illustrated Speaking

### Tentative Schedule of Assignments

<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Wednesday</th>
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<tbody>
<tr>
<td>1</td>
<td>8/29</td>
<td>8/31</td>
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<tr>
<td></td>
<td>Introductions: Drawing to Learn</td>
<td>Drawing to Calm - Coloring</td>
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<td></td>
<td>Mini-Lesson</td>
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<td>2</td>
<td>9/5</td>
<td>9/7</td>
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<td></td>
<td>NO CLASS</td>
<td>Drawing to Calm - Coloring</td>
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<td></td>
<td>Mini-Lesson</td>
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<tr>
<td>3</td>
<td>9/12</td>
<td>9/14</td>
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<tr>
<td></td>
<td>Drawing to Listen - Doodling</td>
<td>Drawing to Listen - Doodling</td>
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<td></td>
<td>Information Literacy Assignment Due</td>
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<td></td>
<td>Mini-Lesson</td>
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<tr>
<td>4</td>
<td>9/19</td>
<td>9/21</td>
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<tr>
<td></td>
<td>Drawing to Record Learning - Sketchnoting</td>
<td>Drawing to Record Learning - Sketchnoting</td>
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<td>Mini-Lesson</td>
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<tr>
<td>5</td>
<td>9/26</td>
<td>9/28</td>
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<td></td>
<td>Drawing to Record Learning - Sketchnoting</td>
<td>Drawing to Record Learning - Sketchnoting</td>
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<td>Summary Assignment 1 due</td>
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<td></td>
<td>Mini-Lesson</td>
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<tr>
<td>6</td>
<td>10/3</td>
<td>10/5</td>
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<tr>
<td></td>
<td>Drawing to Present Learning – Illustrated Speaking</td>
<td>Drawing to Present Learning – Illustrated Speaking</td>
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<td></td>
<td>10/5</td>
<td>Summary Assignment 2 due</td>
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<td>7</td>
<td>10/10</td>
<td>10/12</td>
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<td>Drawing to Present Learning – Illustrated Speaking Assignment Due</td>
<td>Drawing to Present Learning – Illustrated Speaking Assignment Due</td>
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<tr>
<td>8</td>
<td>10/17</td>
<td>10/19</td>
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<td>Drawing to Present Learning – Illustrated Speaking Assignment Due</td>
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#### Drawing to Learn Mini-Lessons

1. Drawing Letters and Numbers
2. Drawing Shapes and Lines
3. Drawing Containers
4. Drawing Faces
5. Drawing People
6. Drawing Icons
7. Drawing Animals
8. Drawing Nature
9. Drawing Layouts
10. Drawing Transportation
11. Drawing Buildings
12. Drawing Maps
Sketchnote Response Assignment

You will complete a sketchnote response to a university or college-wide event. Approved events will be announced in class and posted on Blackboard.

Sketchnotes have the following five ingredients.

![Image of sketchnote ingredients: Text, Layout, Lines, Images, Containers]

Using one of the layout options below and the other four ingredients above, sketchnote one of events you attend. This sketchnote should be on blank white 8.5 X 11 paper, landscape format, and in at least three colors. Black can be one of these colors. This sketchnote should be a combination of layout, text, images, lines, and containers. On the back of the sketchnote, put your name, the lecture title, and the layout option you’ve selected.

![Image of layout options: Vertical, Radial, Modular, Poplar, Path]

After you’ve selected the event, draft your sketchnote, and then create a more finished quality sketchnote to submit.

Evaluation Criteria

**Satisfactory (20-12 points):** The sketchnote captures with engagement and interest the structure, speaker, and main ideas presented in the event through effective layout and use of text, images, lines, and containers.

**Unsatisfactory (0-11 points):** The sketchnote fails to capture with engagement and interest the structure, speaker, and main ideas presented in the event. The layout is not effective or the text, images, lines, and containers fail to communicate the content of the event.
Summary Assignment: Using Sketchnoting to Write a Summary

What is the Purpose of this Assignment?
The purpose of this assignment is to practice writing a summary using available library resources and drawing to learn strategies. You will submit your sketchnote and summary in class.

What is a Summary?
When we summarize a piece of writing, we write in our own words the most outstanding ideas another writer makes in his or her own writing without evaluating those ideas. A summary will be much shorter than the text we summarize because we only highlight the most important ideas offered in the original text. For example, it would only take us a few minutes to summarize the plot of a recent movie that we have seen for a friend, even though the movie may have lasted 90 minutes or longer. This is the value of summary: we can communicate a big idea or several connected ideas in a short amount of time or writing space.

Why is Summarizing Important in College?
Summarizing plays an important part in academic writing. Before we can productively enter the conversation on a given topic, we need to develop a careful understanding of what has already been said. For academic purposes, developing such an understanding often involves doing library research to find relevant articles on a particular subject and then reading (and rereading) those articles carefully until we fully understand the complex ideas they present. We have to understand the existing body of knowledge before we can meaningfully contribute to it. After developing an understanding of the ideas already in play in the conversation, we become better positioned to offer our own perspectives on a given topic by placing them in the context of what has already been said. In other words, when we write academic essays, we often do so in response to ideas set forth in an ongoing “conversation” on a particular issue. If we do our jobs well in this research and reading stage of the writing process, we will be able to summarize a lot of complex information for our readers and thereby provide the proper conversational context for them to understand the issues we address in our essays.

The Summary Assignment
Because summarizing is such an important part of the academic writing process, it’s an academic skill you should get comfortable with early in your time as a college student. This assignment will give you the opportunity to practice this skill. Here are the specific details of your summary assignment:

1. **Find the Article Using the Library Database:** Access the library database and search for an article on the role drawing, doodling, visual thinking, graphic facilitation, or coloring plays in learning, communication, or education. This article may be from a popular magazine, newspaper, or peer reviewed scholarly journal. We will review how to access articles in class, and you may request assistance from library staff as well. You will submit a hard copy of this article with your sketchnote and summary.

2. **Scan and Read the Article:** Scan the article without reading. How long is it? Identify the main sections as divided by subtitles and illustrations. Then read the article at least twice through. While reading the first time through, take note of the main point the author is trying to make in the essay. During the second time through, pay closer attention to the evidence from other sources the author uses to support the larger point of the essay. Highlight or underline important words and sentences along the way.

3. **Sketchnote Your Response First:** Using one of the seven sketchnoting layouts and the criteria above for the sketchnote assignment, sketch out your response to the article. Try to develop the sketchnote to include as much important information as possible. You will submit this sketchnote with your summary.

4. **Draft a Summary:** Using your sketchnote, draft a rough summary, proceeding as though you were just describing the article to a friend. Give this imaginary audience a sense of what the author’s main idea is and what evidence or sub points he or she presented to make the overall point. Your main goal in this step is to just write out the main points of the summary in a way that makes sense to someone just like you. Aim for about 250 words.

5. **Revise the Summary:** Revise the draft you created in step three, making sure you’ve summarized the main ideas of the article accurately and objectively. Remember, your sole task is to condense and explain the information in the article as clearly and accurately as possible; you should not evaluate it or let on in any way whether you liked the article or not. Additionally, adjust the tone and style of your writing
so that it is a little more formal. Think of your professor as your audience now instead of your friend. **Note:** It’s usually best to work with a partner during the revision stage to get an outsider’s perspective on how your writing is coming along. Be sure to partner up with someone from class to exchange drafts so you can offer each other feedback.

6. **Edit the Summary:** Now that you have drafted and revised your summary, your content should be in pretty good shape. It should provide a concise yet accurate and complete description of the main ideas in the article without passing judgment on the article itself. Now edit the summary carefully, checking carefully for typographical errors, spelling mistakes, confusing sentences, or awkward phrasing. Again, it’s best to exchange drafts with a classmate at this stage so you can help each other out with careful editing. Since summaries are short, try reading it out loud to your partner so he or she can listen carefully for confusing or awkward passages and point them out to you. Return the favor by listening to your partner read his or her summary to you.

**The Summary Formal Requirements and Timeline**

This summary will be a no more than one page typed and should include an original title, an introductory paragraph introducing the author, title of article, title of journal, and general topic. Then the summary should have one or two more paragraphs that summarize the significant ideas contained in the article.

For this assignment, submit your sketchnote, summary, and article you summarized.

**Evaluation Criteria**

<table>
<thead>
<tr>
<th>Satisfactory (20-12 points):</th>
<th>The summary concisely yet accurately reflects the full range of ideas presented in the original article and does so using audience appropriate language and style. The writing or recording is easy to understand, flows clearly from idea to idea, is free of grammatical, mechanical, and spelling errors, and does not express the author’s personal opinion about the quality or validity of the ideas presented in the article.</th>
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<tbody>
<tr>
<td>Unsatisfactory (0-11 points):</td>
<td>The summary misrepresents the ideas presented in the original article and/or fails to recognize several significant ideas offered in the original article. The writing or recording is difficult to understand and/or stylistically inappropriate for an academic audience, and it contains grammatical, mechanical, and spelling errors that interfere with clarity and easy reading/listening comprehension. The author expresses his or her personal opinion about the article and/or its ideas in the summary.</td>
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Illustrated Speaking Assignment

You will present a 2-3 minute live drawn and highly structured speech on a topic or story you know well.

For this assignment, you will prepare and present an illustrated talk to present to the class. This talk may be structured around a topic you will explain or a story you will tell. In either case, you will prepare the talk and develop an overall visual layout and an organized series of images that support what you will eventually present. For the actual presentation, you will draw the series of images live on the classroom whiteboard as you present the topic or the story.

You may use one notecard to support the delivery of this illustrated speech. One side will contain the outline of your talk, and the other side will contain the images you will draw. This notecard will be submitted at the end of your speech.

Evaluation Criteria

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<thead>
<tr>
<th><strong>Satisfactory (20-12 points):</strong></th>
<th>With an effectively organized series of images and visual layout, the illustrated speech communicates with engagement and interest a topic or story through live drawing.</th>
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<tbody>
<tr>
<td><strong>Unsatisfactory (0-11 points):</strong></td>
<td>The illustrated speech fails to communicate with engagement and interest a topic or story through live drawing, or the series of images or visual layout is not effectively organized to support the speech.</td>
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