

**San José State University**  
**Department of Design/Interior Design Program**  
**DsIT 10, Sketch + Draw + Model, Section 01, Spring, 2020**

**Course and Contact Information**

<b>Instructor:</b>	Ming Cheng
<b>Office Location:</b>	TBD
<b>Telephone:</b>	TBD
<b>Email:</b>	ming.cheng@sjsu.edu
<b>Office Hours:</b>	MW after class (before class only by appointment)
<b>Class Days/Time:</b>	MW 6:00pm – 8:50pm
<b>Classroom:</b>	IS 241

**Faculty Web Page and MYSJSU Messaging**

*Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on my faculty web page at <http://www.sjsu.edu/people/firstname.lastname> and/or on Canvas Learning Management System course login website at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through MySJSU at <http://my.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates.*

**Course Description**

“A picture is worth a thousand words”. Being able to draw is the basis of communication for any kind of designer. Interior designers often conceive of their ideas on paper and must create drawings that communicate their design intent accurately. Even in the digital age, freehand drawing remains as one of the most powerful and direct tools in the creative design process. This course will provide students with the fundamentals of thinking visually on paper. Students will focus on visualizing objects in three dimensional space, drawing one point, two point perspectives, and rendering ideas in media such as marker and color pencil. This course will not only teach students about the value of hand drawing, but also provide a broader experience that allow students to better see and understand the world around them. Designers are in the business of visualizing and creating a future, and the language used to convey that future will be the key focus of this course.

**Course Goals**

In this course, students will focus on how to construct one point and two point perspective from plans and elevations. They will also learn how to recognize light, shadow, shading, and reflections of objects. The course will also focus on rendering with different media such as pencil, color pencil, marker, as well as using computer

to enhance freehand drawings. By the end of the course, students will have a good understanding of looking things in three-dimensional perspective and be able to represent the spatial elements using freehand skills.

### **Course Learning Outcomes (CLO)**

Upon successful completion of this course, students will be able to:

1. Recognize one point and two point perspective
2. Set up proportion and grids in one point and two point perspective
3. Draw standard geometrical elements in perspective
4. Draw non-rectilinear geometrical elements in perspective
5. Recognize lighting, shading, shadows, and reflection in perspective
6. Have fundamental rendering skills in different media
7. Create a complete perspective from scratch, including people, furniture, lighting, and shadows

### **Required Texts/Readings (optional)**

Montague, John. *Basic Perspective Drawing: A Visual Guide (6<sup>th</sup> Edition)*. Wiley, 2013.  
ISBN-978-1-118-13414-6

### **Other technology requirements / equipment / material**

Students will need to have access to a computer for the latter part of the course, preferably one with picture editing software such as Adobe Photoshop or similar. Other equipment / material for the course includes, but not limited to:

1. Pencils (one or two each) – 2B, B, 2H
2. Ruler (preferably 36” or longer)
3. T-square (preferably 36” or longer)
4. Architectural Scale (standard size)
5. Sketch book, preferably for mixed media, 9”x12”
6. Eraser (Staedtler Mars or similar)
7. Protractor / Triangles (optional)
8. Copic markers or similar, below is a recommended list, but not limited to:

light brown for your floor (copic E33, prisma color "light walnut") or similar

dark brown for your cabinetry, countertop (copic E19, E29, prisma color "goldenrod") or similar

light green for your trees (copic G82, YG93, G99) or similar

light blue for the sky, window (copic BG0000, BG10, BG53) or similar

9. Storage box (optional)
10. Drawing board (optional)

### **Course Requirements and Assignments**

Students will be engaged in demos and practice sessions during class meeting times and they will be assessed on engagement in those activities in their “Participation grade”. Students will have homework assignments to do

outside of class (up to 12 hours per week) that includes sketching, finishing up in-class assignments, and reading. Students will be required to turn in a portfolio of work (images of completed projects on a CD) at the end of term.

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus.

## Final Examination

The final project for the class will be to combination of skills for everything learned in the class, and will be introduced around week 12. Students will have three weeks to work on it in class/at home, ask questions, and discuss if need be. The final presentation pin-up will be on May 11, 2020, the last day for the class.

## Grading Information

Grading will follow the standard SJSU A-F system:

A+, A, A- = 100 ~ 91%

B+, B, B- = 90 ~ 81%

C+, C, C- = 80 ~ 71%

D = 70% ~ 61%

F = Below 60%

Grading is weighted as follows:

Projects / Research = 30%

Participation = 5%

Midterm = 15%

Final = 20%

In-class assignments = 20%

Sketch book = 10%

Project grade will be based on following categories:

1. **Cleanliness of the finish product:** No one likes to see messy work! Lines must be clean and sharp; line-weights must be clearly represented if applicable. For assignments learning about construction lines, they need to be clearly represented, and differentiated from regular outlines.
2. **Follow instructions:** Although student creativity is encouraged, you need to master the rules before you break them!
3. **Completion of work:** It's better to try and fail, than not try at all!

Sketch book / In-class assignments:

In order to develop a habit of drawing, students are required to participate in sketching activity for the class. Aside from that, students are to keep a sketchbook throughout the semester. In-class assignments will be based on the topic or the handout given, while the sketchbook will be from topics given as a supplement. Both the sketchbook and the in-class assignments will only be graded on the two things – whether or not the student has done the work, and if they have followed the instructions.

All projects are due on time. No late work is accepted. Any project throughout the semester may be “redone” (must have been turned in on time the first time) for a better grade. Sketchbooks are checked every three weeks, while the in-class assignments are due the following week. Projects will have their own due dates. The

“redo” is due a week from the time the work is handed back typically, unless for other special reasons. The Interior Design program requires a 3.0 GPA to graduate, therefore, a B or better is required if you are an Interior Design Major. The Participation grade in this course will be assessed through your engagement in work or practice sessions, as well as critiques each week. Actively engaging and exhibiting lifelong learning skills during class are the mode by which participation is assessed.

### **Classroom Protocol**

Active participation in class activities is a significant factor in a student’s success in the Interior Design program. Active learning facilitates mental growth, skill enhancement, creates a lifelong learner and improves the necessary skill of drawing and sketching. Students are expected to be on time to class. The class will start by discussion of subjects taught in the previous class, then follow by demos and class activities. When there is a critique scheduled, work is to be taped up to the walls by 10 minutes after the official start of the class period. Be ready to start the critique by 15 minutes after the class officially starts. Students are to be respectful of the instructor and their peers and any disruptive activities in the classroom will result in the student being asked to leave the class. Arriving late to class without prior arrangement and approval from the instructor is considered disruptive. If a student encounters any problems that inhibit their ability to participate in the class, please provide as much advance notice as possible to the instructor. Students are expected to leave the classroom in a clean condition at the end of each class meeting so that the next class has an organized, clean room waiting for them.

### **University Policies**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>

## DsIT10 / Sketch + Draw + Model, Section 01

### MW 6:00-8:50PM, Spring 2018, Course Schedule

(Course outline subjected to change according to pace of class)

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/27/20 M	Introduction to class, showing materials required, class expectation, goals
1	1/29/18 W	Introduction to perspectives, proportion, composition, showing past examples Recognizing different styles of perspectives, proportion, composition, layering, depth <b>In class:</b> In-class ice-breaker activity
2	2/03/20 M	<b>Demo:</b> Proportion, composition <b>In class:</b> Sketch exercise
2	2/05/20 W	<b>Project #1:</b> Draw from picture using proportion, depth, layer <b>Demo:</b> Setting up drawing, proportion, composition
3	2/10/20 M	<b>Project #1:</b> Continue working <b>Demo:</b> Setting up drawing, proportion, composition <b>Sketchbook check #1 due</b>
3	2/12/20 W	<b>Demo:</b> Drawing using proportion, reference points <b>Project #1:</b> Continue working <b>In class:</b> Marker render exercise 1
4	2/17/20 M	<b>No class</b>
4	2/19/20 W	<b>Project #1 Due</b> <b>Demo:</b> Setting up 1P perspective from plan/elevation <b>Project #2:</b> Create 1P perspective from plan/elevation
5	2/24/20 M	<b>Demo:</b> Set up for 1P perspective <b>Project #2:</b> Continue working <b>In class:</b> Sketch exercise
5	2/26/20 W	<b>Demo:</b> 1P perspective sketch (if necessary) <b>Project #2:</b> Continue working <b>In class:</b> Marker render exercise 2
6	3/02/20 M	<b>Demo:</b> 1P perspective sketch (if necessary) <b>Project #2:</b> Continue working <b>In class:</b> Sketch exercise

Week	Date	Topics, Readings, Assignments, Deadlines
6	3/04/20 W	<b>Project #2:</b> Continue working <b>Demo:</b> 1P perspective quick sketch <b>Sketchbook check #2 due</b>
7	3/09/20 M	<b>Project #2:</b> Continue working <b>In class:</b> Marker render exercise 3
7	3/11/18 W	<b>Project #2 due</b> <b>Demo:</b> 2P perspective examples <b>In class:</b> Sketch exercise
8	3/16/20 M	<b>Project #3:</b> Setting up 2P perspective from plan <b>Demo:</b> 2P perspective <b>In class:</b> Marker render exercise 4
8	3/18/20 W	<b>Project #3:</b> Continue working <b>Demo:</b> Talk about Midterm
9	3/23/20 M	<b>Demo:</b> 2P perspective composition, proportion <b>Project #3:</b> Continue working <b>In class:</b> Marker render exercise 5
9	3/25/20 W	<b>Midterm: Draw 1P free hand</b>
10	3/30/20 M	<b>Spring Break</b>
10	4/01/20 W	<b>Spring Break</b>
11	4/06/20 M	<b>Demo:</b> Quick drawing of exterior 2P from picture <b>Project #3:</b> Continue working <b>In class:</b> Sketch exercise <b>Sketchbook check #3</b>
11	4/08/20 W	<b>Demo:</b> Drawing exterior 2P from picture, examples <b>In class:</b> Marker render exercise 6 <b>Project #3 due</b>
12	4/13/20 M	<b>Project #4:</b> Draw perspectives from pictures <b>Demo:</b> Composition of drawings, layers, proportions <b>In class:</b> Sketch exercise <b>Introduction to final project: TBD</b>

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
12	4/15/20 W	<b>Demo:</b> Composition of a drawing/placement of people/construction lines/emphasis <b>Project #4:</b> Continue working <b>Final Project:</b> Continue working <b>Demo:</b> final project layout, examples
13	4/20/20 M	<b>Project #4:</b> Continue working <b>Final Project:</b> Continue working <b>In class:</b> Marker render exercise 7
13	4/22/20 W	<b>Project #4 due</b> <b>Final Project:</b> Continue working
14	4/27/20 M	<b>Sketchbook check #4 due</b> <b>Final Project:</b> Continue working
14	4/29/20 W	<b>Work day</b>
15	5/04/20 M	<b>Work day</b>
15	5/06/20 W	<b>In-progress final project pin-up</b>
16	5/11/20 M	<b>Final Presentation – 6:00pm ~ 8:50pm, IS 241</b>