

**Houston Community College Southwest**

[**http://southwest.hccs.edu/southwest/academics/fine-arts-speech-humanities-and-world-languages**](http://southwest.hccs.edu/southwest/academics/fine-arts-speech-humanities-and-world-languages)

Course Syllabus: Foundation Drawing Two; Fall 2012

**HCC Academic Discipline:** ART

**Course Title:** Foundation Drawing Two

**Course Rubric and number:** ARTS 1317

**Semester with Course Reference Number (CRN): Fall 2012; crn 25643**

**Campus and Room Location with Days and Times:**

Fine Arts Center at Stafford; M/W; 9:30 am – 12:30 pm

**Course Semester Credit Hours (SCH):** 3 credits

**Course contact hours per semester:**  96

**Course length:** Fall, 16 week regular term

**Type of Instruction:** Lecture/Lab 2/4

**Instructor: Pat Porcynaluk**

**Contact Information:**

**Phone: my office:713-718-6593; Fine Arts Center: 713-718-7700**

**9910 Cash Road, Stafford 77477; Room 117**

**email address:** [**patricia.porcynaluk@hccs.edu**](mailto:patricia.porcynaluk@hccs.edu)

**Learning web address:** [**http://learning.swc.hccs.edu/members/patricia.porcynaluk**](http://learning.swc.hccs.edu/members/patricia.porcynaluk)

**Instructor Scheduled Office Hours and location:** My office every afternoon; please make an appointment

**Course Description:**

1. ARTS 1317 Drawing II: Investigation of drawing media and techniques including descriptive and expressive possibilities. *As defined in the Academic Course Guide Manual (AGCM) produced by the Texas Higher Education Coordinating Board, 2009 (THECB)*
2. ARTS 1317 Foundation Drawing II: This studio course builds upon the skills learned in Drawing I. emphasis will be on further media experimentation and development of a personal style. Foundation Drawing I is a pre-requisite.. This course satisfies the fine arts component of the HCC core. *(As listed in the 2009-2011 HCC Catalog.)*

**Course Prerequisites:** ARTS 1316 Foundation Drawing One

**Course Goal:**

The second semester of drawing continues to develop the student’s visual and technical skills in various black and white media as initiated in the first semester. In addition, color materials are introduced and utilized by applying basic color theory to drawing. A wider and more complex range of subject matter is explored for longer and more involved drawings. Technical information is introduced to increase the artistic range of the materials covered in Drawing I. This course will examine the interdependence of medium and image

**Course Student Learning Outcomes: \***

1. Identify, define and understand the formal elements of art and the principles of design. (Level 2)
2. Present a body of work which shows an extended and advanced knowledge and skill set over Drawing I. (Level 3)
3. Demonstrate the ability to produce and present finished works of exhibition quality. (Level 3)
4. Produce and critique projects that coordinate descriptive and expressive possibilities of course media. (Level 5)
5. Select and verify course media and techniques in completed projects. (Level 6)

*\*These learning outcomes have been designed to describe the variety of learning experiences you can expect in your drawing class. The learning objectives detail specific examples.*

*We all process information differently and the levels that we have indicated define the kind of thinking that you use to accomplish the goals. This classification of levels of intellectual behavior**has been taken from a very interesting chart on “Cognitive Learning” created by the educational psychologist, Benjamin Bloom.*

**Drawing Two Student Learning Objectives ~ related to each Learning Outcome**

**Learning Outcome One:** Identify, define and understand the formal elements of art and the principles of design. (Level 2)

**The Supporting Learning Objectives:**

1.1. Identify the formal elements and principles of design. 1.2. Compare formal elements. 1.3. Compare principles of design. 1.4. Contrast formal elements. 1.5. Contrast principles of design. 1.6. Comprehend all the sub-categories of all the formal elements and principles of design. (for example, analytic or expressive line or symmetrical, radial or asymmetrical balance, etc.)

1.7. Express sub-categories of all the formal elements.

**Learning Outcome Two:** Present a body of work which shows an extended and advanced knowledge and skill set over Drawing I. (Level 3)

**The Supporting Learning Objectives:**

2.1. Apply an extended set of skills and knowledge over Drawing I.

2.2. Employ a more advanced ability than Drawing I

2.3. Present more artwork than Drawing I.

2.4. Show a higher level of knowledge of the formal elements and principles of design.

2.5. Exhibit the successful completion of additional requirements:

• Complete at least one project that combines drawing media.

• Complete at least one drawing on a large scale.

• Complete at least one drawing that shows deep picture space.

• Complete at least one drawing using color.

**Learning Outcome Three:** Demonstrate the ability to produce and present finished works of exhibition quality. (Level 3)

**The Supporting Learning Objectives:**

3.1. Produce exhibition-ready artworks.

3.2. Prepare entry labels.

3.3. Present completed exhibit entries before the entry deadline expires

3.4. Select an artwork (made during the course) to be included in the student art exhibition. 3.5. Participate in the student exhibition.

**Learning Outcome Four:** Produce and critique projects that coordinate descriptive and expressive possibilities of course media. (Level 5)

**The Supporting Learning Objectives:**

4.1. Safely participate in the necessary practical tasks (safety and proficiency of handling of tools, supplies and equipment, etc.) involved with the course media. 4.2. Organize the formal elements and principles of design in course projects. 4.3. Establish artistic roles for course projects.

4.4. Summarize artistic themes for course projects.

4.5. Judge course projects. 4.6. Write 1000 words in a combination of writing assignments such as critiques, essays, research papers and/or journals.

4.7. Cultivate form and content in drawings. 4.8. Synthesize drawing problems concerning:

• Contour Line

• Hatching

• Subtractive Drawing

• Gesture

• Modeling

• Positive and negative shapes

• Foreshortening

• One-point perspective

• Two-point perspective

• Chiaroscuro

**Learning Outcome Five:** Select and verify course media and techniques in completed projects. (Level 6)

**The Supporting Learning Objectives:**

5.1. Summarize the formal elements.

5.2. Select principles of design

5.3. Critique the work of peers.

5.4. Self-critique artistic output.

5.5. Construct assignments which display the ability to make varied marks with charcoal, graphite, ink (pen and wash), conté, and other selected media on a variety of surfaces.

5.6. Verify form and content

**Core Curriculum Statement:**

This course fulfills the following core intellectual competencies: reading, writing, speaking, listening, critical thinking and computer literacy. A variety of teaching and testing methods are used to assess these competencies.

|  |  |
| --- | --- |
| HCC Calendar: FALL 2012 | |
| Classes Begin | Monday, August 27 |
| Official Day of Record | Monday, September 10 |
| Holidays and Breaks | Monday, Sept. 3; Labor Day  Wed., Nov.21; No NIGHT Classes  Nov. 22-25; Thanksgiving |
| Priority Deadline to file for graduation | Monday, October 15 |
| Last day to drop classes with a grade of W | Friday, November 2; 4:30 pm |
| Instruction ends | Sunday, December 9 |
| Final examination ( December 10-16; Monday-Sunday) | Wednesday, December 12 |

***Please Note:*** *Critique dates are the due dates of all projects. It is imperative that your work be completed and ready for the class critique. Your participation in the critique is mandatory. The Fine Arts Department philosophy is that verbal discussion enhances the student's awareness of art concepts and his/her growth and direction.*

*It is possible that these dates might change slightly due to various circumstances. You will be notified of changes and requirements.*

|  |  |
| --- | --- |
| **Date** | **Lectures / Topics / Assignments / Projects / Critiques**  **Drawing II FALL 2012; crn 25643** |
| **Class 1**  August 27 | Class introduction, syllabus, etc  Introduce semester photo journal and sketchbook assignment |
| **Class 2**  August 29 | First group of supplies due.  Begin sketchbook assignment |
| **SEPT. 3** | **LABOR DAY** |
| **Class 3**  Sept. 5 | Continue sketchbook assignment |
| **Class 4**  Sept. 10 | Junkyard and Nature photo journal due on flash drive |
| **Class 5**  Sept. 12 | Large Scale Project One: Selected Expressive Element, Nature, or Junk |
| **Class 6**  Sept. 17 | Large Scale Project One: Selected Expressive Element, Nature, or Junk |
| **Class 7**  Sept. 19 | Large Scale Project One: Selected Expressive Element, Nature, or Junk  Figure and Architecture photo journal due on flash drive |
| **Class 8**  Sept.24 | Large Scale Project Two: Selected Expressive Element, Nature, or Junk |
| **Class 9**  Sept. 26 | Large Scale Project Two: Selected Expressive Element, Nature, or Junk |
| **Class 10**  Oct. 1 | Large Scale Project Two Selected Expressive Element, Nature, or Junk |
| **Class 11**  Oct. 3 | Large Scale Project Three: Selected Expressive Element; figure or architecture |
| **Class 12**  Oct. 8 | Large Scale Project Three: Selected Expressive Element; figure or architecture |
| **Class 13**  Oct. 10 | Large Scale Project Three: Selected Expressive Element; figure or architecture |
| **Class 14**  Oct. 15 | **Critique: First half of semester portfolio** |
| **Class 15**  Oct. 17 | Project Four: Selected Expressive Element Montage |
| **Class 16**  Oct. 22 | Project Four: Selected Expressive Element Montage |
| **Class 17**  Oct. 24 | Project Five: Selected Expressive Element Collage |
| **Class 18**  Oct. 29 | Project Five: Selected Expressive Element Collage |
| **Class 19**  Oct. 31 | Project Five: Selected Expressive Element Collage |
| **Class 20**  Nov. 5 | Project Six: Selected Expressive Format of choice |
| **Class 21**  Nov. 7 | Project Six: Selected Expressive Format of choice |
| **Class 22**  Nov. 12 | Project Six: Selected Expressive Format of choice |
| **Class 23**  Nov 14 | Project Seven: Selected Expressive Format of choice |
| **Class 24**  Nov. 19 | Project Seven: Selected Expressive Format of choice |
| **Class 25**  Nov. 21 | Project Eight: Selected Expressive Format of choice |
| **Class 26**  Nov. 26 | Project Eight: Selected Expressive Format of choice |
| **Class 28**  Nov. 28 | Final Project: Soul Journey |
| **Class 29**  Dec. 3 | Final Project: Soul Journey |
| **Class 30**  Dec. 5 | Final Project: Soul Journey |
| **Class 31**  **Dec. 10** | Final Projects Due and Presentation |

**Instructional Methods:**

Methods of instruction may include: explanations, demonstrations, hands-on art studio work time, in-class critiques, slide presentations, video/film presentations, lectures, and/or readings (from textbooks, peer-reviewed articles, books, original source seminal texts). Class time may include demonstrations, field trips, assignments, introductions, studio time for projects, and critiques.

**Student Assignments:**

Assignments/Activities may include: individual creative projects, written critical responses, group projects, critiques, exams or quizzes, hands-on studio workdays/times, occasional gallery visits, various assigned readings from textbooks, peer-reviewed articles, books, original source seminal texts; mandatory discussions based on various topics related to the major areas of study in Art and Design; writing papers including critiques, essays, analyses, reviews, research, comparing and contrasting artistic or design theories and perspectives; service learning projects; presentations; group and/or individual projects; portfolios. This course requires a minimum of 1000 words in a combination of writing assignments and/or projects.

**Student Assessments:**

Methods of Assessment/Evaluation may include: portfolios, creative projects, tests and quizzes which may include: definitions, matching, multiple choice, true/false, short answer, brief essay, essay, lists; writing assignments, in-class discussions and/or critiques; written papers including critiques, essays, analyses, reviews, research, comparing and contrasting artistic or design theories and perspectives; service learning projects; presentations; group and/or individual projects; other methods as may be determined by individual instructors.

**Instructional Materials:**

**There is no book required for this course.**

**There is an extensive list of supplies and materials required which can be found on the last page of this document. We suggest that you separate the page and take it with you when you shop for the materials.**

**HCC Policy Statement: Americans With Disabilities Act (ADA)**

Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Services Office at the respective college at the beginning of each semester. Faculty is authorized to provide only the accommodations requested by the Disability Support Services Office.

If you have any questions, please contact the Disability Counselor at your college, Dr. Becky Hauri at 713-718-7909, or the District Disability Office at 713-718-5165.

To visit the ADA Web site, log on to [www.hccs.edu](http://www.hccs.edu/),

Click Future Students

Scroll down the page and click on the words Disability Information. <http://www.hccs.edu/hccs/future-students/disability-services>

**HCC Policy Statement: Academic Honesty**

You are expected to be familiar with the College's Policy on Academic Honesty, found in the catalog and student handbook. Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by College System officials against a student accused of scholastic dishonesty.

“Scholastic dishonesty” includes, but is not limited to, cheating on a test, plagiarism, and collusion.

**Cheating** on a test includes:

* Copying from another student’s test paper;
* Using materials during a test that are not authorized by the person giving the test;
* Collaborating with another student during a test without authority;
* Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of a test that has not bee administered;
* Bribing another person to obtain a test that is to be administered.

**Plagiarism** means the appropriation of another’s work and the unacknowledged incorporation of that work in one’s own written work offered for credit.

**Collusion** means the unauthorized collaboration with another person in preparing written work offered for credit.

**Violations:** Possible punishments for academic dishonesty may include a grade of “0” or “F” on the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College System. A recommendation for suspension or expulsion will be referred to the College Dean of Student Development for disciplinary disposition.

Students who wish to appeal a grade penalty should notify the instructional supervisor within 30 working days of the incident. A standing committee appointed by the College Dean of Instruction (Academic or Workforce) will convene to sustain, reduce, or reverse the grade penalty. The committee will be composed of two students, two faculty members, and one instructional administrator. A majority vote will decide the grade appeal and is final.

**Official HCC Attendance Policy:**

Students are expected to attend classes regularly. Students are responsible for material covered during their absences, and it is the student’s responsibility to consult with instructors for makeup assignments. Class attendance is checked daily by instructors.

**Although it is the responsibility of the student to drop a course for non-attendance, the instructor has the authority to drop a student for excessive absences.**

A student may be dropped from a course for absenteeism after the student has accumulated absences in excess of 12.5 percent of the hours of instruction (including lecture and laboratory time).

For example:

For a three credit-hour lecture class meeting three hours per week (48 hours of instruction), a student may be dropped after six hours of absences.

**Administrative drops are at the discretion of the instructor.** If you are doing poorly in the class, but you have not contacted your professor to ask for help, and you have not withdrawn by the official withdrawal date, it will result in you receiving a grade of “F” in the course

**NOTE: LAST DAY FOR STUDENT/ADMINISTRATIVE DROP THIS SEMESTER:**

**Friday, November 2, 2012; 4:30 P.M.**

**Course Withdrawals-First Time Freshmen Students-Fall 2007 and Later:**

Effective 2007, section 51.907 of the Texas Education Code applies to first-time in college freshman students who enroll in a Texas public institution of higher education in the fall semester of 2007 or thereafter. High school students currently enrolled in HCC Dual Credit and Early College are waived from this requirement until they graduate from high school.  
  
Based on this law, **HCC or any other Texas Public institution of higher education may not permit students to drop after the official day of record more than six college level credit courses for unacceptable reasons during their entire undergraduate career**.

**Course Withdrawals:**

Be sure you understand HCC policies about dropping a course. It is the student’s responsibility to withdraw officially from a course and prevent an “F” from appearing on the transcript. If you feel that you cannot complete this course, you will need to withdraw from the course prior to the final date of withdrawal. Before, you withdraw from your course; please take the time to meet with the instructor to discuss why you feel it is necessary to do so. The instructor may be able to provide you with suggestions that would enable you to complete the course. Your success is very important

If you plan on withdrawing from your class, you **MUST** contact a HCC counselor or your professor prior to withdrawing (dropping) the class for approval and this must be done **PRIOR** to the withdrawal deadline to receive a “W” on your transcript. \*\*Final withdrawal deadlines vary each semester and/or depending on class length, please visit the online registration calendars, HCC schedule of classes and catalog, any HCC Registration Office, or any HCC counselor to determine class withdrawal deadlines. ***Remember to allow a 24-hour response time when communicating via email and/or telephone with a professor and/or counselor. Do not submit a request to discuss withdrawal options less than a day before the deadline.***  If you do not withdraw before the deadline, you will receive the grade that you are making in the class as your final grade

**Early Alert Program:**

To help students avoid having to drop/withdraw from any class, HCC has instituted an Early Alert process by which your professor *may* “alert” you and HCC counselors that you might fail a class because of excessive absences and/or poor academic performance. It is your responsibility to visit with your professor or a counselor to learn about what, if any, HCC interventions might be available to assist you – online tutoring, child care, financial aid, job placement, etc. – to stay in class and improve your academic performance.

**Repeat Course Fee:**

The State of Texas encourages students to complete college without having to repeat failed classes. To increase student success, students who repeat the same course more than twice, are required to pay extra tuition. The purpose of this extra tuition fee is to encourage students to pass their courses and to graduate. Effective fall 2006, HCC will charge a higher tuition rate to students registering the third or subsequent time for a course. If you are considering course withdrawal because you are not earning passing grades, confer with your instructor/counselor as early as possible about your study habits, reading and writing homework, test taking skills, attendance, course participation, and opportunities for tutoring or other assistance that might be available.

**Porcynaluk Requirements Statement**

**As your Instructor, it is my responsibility to:**

* Provide the grading scale and detailed grading formula explaining how student grades are to be derived
* Facilitate an effective learning environment through class studio activities, discussions, and critiques
* Provide a clear description of any special projects or assignments
* Inform students of policies such as attendance, withdrawal, tardiness and make up work
* Provide the course outline and class calendar which will include a description of any special projects or assignments
* Arrange to meet with individual students before and after class as required

**To be successful in this class, it is the student’s responsibility to:**

* Attend class, be on time, and be prepared with the proper materials for each session.
* Use class studio time wisely by focusing on assigned projects
* Keep copies of all paperwork, including the syllabus, articles, and handouts.
* Respect the space and materials of other class members.
* Clean up thoroughly after each studio session
* Be prepared for critique sessions: have complete assignments ready for display and be prepared to participate in the verbal critique process
* Assume personal initiative in maintaining the sketch and written journal.

**HCC Art Discipline Requirements**

By the end of the semester the student who passes with a final grade of “C” or above will have demonstrated the ability to:

* Complete and comprehend the objectives of all graded assignments
* Attend class regularly, missing no more than 12.5% of instruction (12 hours)
* Arrive at class promptly and with the required supplies for that day’s session
* Participate in the shared responsibilities for studio clean-up
* Exhibit safe studio habits
* Be prepared for and participate in class critiques
* Demonstrate the ability to communicate orally in clear, coherent, and persuasive language
* Demonstrate the ability to use computer-based technology in communicating, solving problems, and acquiring information
* Complete a minimum of 1000 words in a combination of writing assignments and/or projects
* Demonstrate the ability to present works of exhibition quality
* Advance the skills acquired in Foundation Drawing I
* Complete and present for critique a body of work which demonstrates knowledge of advance drawing techniques in a variety of media an on a variety of surfaces
* Complete at least one drawing combining media
* Complete at least one drawing on a large scale
* Complete at least one drawing showing deep space
* Complete at least one drawing using color

.

**HCC Grading Information: Grading percentile: the official** **HCC grading rubric is as follows:**

|  |  |  |
| --- | --- | --- |
| 90–100 percent | A | Exceptionally fine work; superior in presentation, visual observation, comprehension and participation |
| 80–89 percent | B | Above average work; superior in one or two areas |
| 70–79 percent | C | Average work; good, unexceptional participation |
| 60–69 percent | D | Below average work; noticeably weak with minimal participation |
| Below 60 percent | F | Clearly deficient in presentation, style and content with a lack of participation |

The grade of "I" (Incomplete) is conditional. It will only be assigned if at least 80% of the course work is complete .Students receiving an "I," must make an arrangement with the instructor in writing to complete the course work within six months. After the deadline, the "I" becomes an "F." All "I" designations must be changed to grades prior to graduation. Changed grades will appear on student record as "I"/Grade (example: "I/A").

The grade of "W" (Withdrawal) appears on grade reports when students withdraw from a class by the drop deadline. Instructors have the option of dropping students up to the deadline. After the deadline, instructors do not have that option — not even when entering final grades.

**Porcynaluk Grading Criteria:**

Homework, assignments and projects will be evaluated according to the following criteria:

* Adherence to all specific assignment guidelines/content requirements.
* Adherence to deadlines.
* Level of technical difficulty attempted and achieved. More sophisticated work may receive higher scores.
* Creativity and Originality: Solving the assignments in an imaginative and unique way may lead to a higher score.
* Honesty: Submit your own work.

**Porcynaluk Final Grading Legend:**

|  |  |  |
| --- | --- | --- |
| **Projects** | **Points Earned** | **Possible Points** |
| **Semester Sketchbook in Archival Box** |  | **200** |
| **Major Research Project: Photo Journal** |  | **200** |
| **Large Scale Project One**: Selected Expressive Element, Nature, or Junk |  | **200** |
| **Large Scale Project Two**: Selected Expressive Element, Nature, or Junk |  | **200** |
| **Large Scale Project Three:** Selected Expressive Element, Figure or Architecture |  | **200** |
| **Project Four;** Selected Expressive Element Montage |  | **200** |
| **Project Five;** Selected Expressive Element Collage |  | **200** |
| **Project Six;** Selected Expressive Element format of choice |  | **150** |
| **Project Seven;** Selected Expressive Element format of choice |  | **150** |
| **Project Eight:** Selected Expressive Element format of choice |  | **150** |
| **Final Project: Soul Journey** |  | **150** |
| **Writing Assignment** |  | **150** |
| **Academic Responsibility: Participation and preparedness ~ with materials and ideas \*** |  | **100** |
| **Final Points earned** |  | **2250** |
| **Final Average** |  |  |

\*Participation and preparedness:

1. Participation: Your final grade for the semester will reflect your effective use of class time. It is very important for your growth and successful completion of the assignments to approach this studio experience fully:

* arrive promptly
* work consistently
* take only occasional breaks
* stay to the end of class
* clean up properly
* participate fully in the class critiques

1. Preparedness: Your supplies will replace a text for this class. I have made a detailed list of required supplies It is essential that you make the commitment to purchase these and have them by class 3.
2. As a Drawing II student, it is critical that you show initiative and a personal commitment to the learning process.

A note from your instructor ~ *Dear Drawing II students.*

*Each semester I look forward to meeting students who have elected to continue in their study of drawing. I hope that you will find this semester rewarding and one in which you improve your skills, learn new techniques and processes and begin to feel comfortable using your own visual voice.*

*I have designed the projects to encourage you to delve further into familiar materials and discover new ways of using them. I expect that you will also experiment with media new to you. I will also work with you to try to develop ways of expressing yourself more personally in your work.*

*As a small group of two or three Drawing II students, I hope that each of you will share ideas and information with each other. We can always learn so much from our peers.*

*I hope that we have a semester that will convince you of how far you have come and how much the exciting journey is yet to unfold!*

|  |  |  |
| --- | --- | --- |
| **Pencils:** |  | **Other Drawing Tools:** |
| 4 graphite pencils: two 2B and two 6B |  | **Char-Kole** compressed charcoal sticks |
| 2 charcoal pencils (soft or black) |  | **Conte** sticks: 2 sanguine, 2 bistre, 2 white |
| 2 conte pencils (sanguine color) |  | Optional: stomp, sandpaper sharpening pad |
| 3 individual **white** Berol **Prismacolor** color pencils |  |  |
| 1 box of 24 Berol **Prismacolor** color pencils |  |  |
|  |  |  |
| **Erasers:** |  |  |
| pink pearl or white vinyl |  | Speedball Project or Sketching Pen and Nib Set |
| kneaded rubber |  | Waterproof Black Ink  (Speedball, Pelican or Higgins) |
| Art gum |  | Bamboo brush |
|  |  | Small 5 x 7” watercolor tablet |
|  |  |  |
| **Miscellaneous:** |  | **Papers and sketchbooks:** |
| 3 rolls of paper towels (to be stored here) |  | one pocket folder for class handouts: graded for completeness |
| tackle box or carrying bag |  | ARCHIVAL STORAGE BOX; select after discussion |
| masking tape |  | 18 x 24” white drawing paper, medium grain and weight |
| Elmer’s Glue |  | three sheets of medium value Canson paper (Neutral in color) |
| scissors |  | Large drawing surfaces:  4 sheets of Rising Stonehenge Paper: see instructor |
| utility knife and/or x-acto knife |  | or |
| 2 large bull dog clips |  | One 42in x 10 yd roll of Strathmore 400 series 100lb. |
| small portable pencil sharpener |  | See instructor |
| 5 or 6 pieces of soft wiping cloth cut into app.  12 x 12” pieces ( t-shirts, diapers are good) |  |  |