



**The Art of Doodling**  
Changing Attitudes Toward Doodling  
And Exploring Its Benefits

**EDUO 9764 1 Semester Credit/Unit**

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Course Syllabus

*You must be currently teaching students to successfully complete this course.*

**Course Overview**

You will be engaged in a number of activities with your students that provide opportunities for them to doodle at several levels of involvement, from making random marks to intentional expression, and they will also explore the benefits of doodling.

**Course Objectives**

The teacher will:

- Engage the students in several levels of doodling, from abstract “fill-ins” to purposeful, intentional visual brainstorming.
- Present several art lessons on drawing and shading three-dimensional figures.
- Demonstrate elaborations and embellishments of simple figures.
- Conduct an experiment with the students demonstrating how doodling improves retention of data.
- Replicate several doodling simulations that led to mathematical discoveries.

**Course Relation to CCS or other Professional Standards**

*The National Core Arts Standards:*

- Creating – 1. Generate and conceptualize artistic ideas and work.
- Connecting – 10. Synthesize and relate knowledge and personal experiences to make art.

*California Department of Education – Visual and Performing Arts: Visual Arts Content Standards, Grade Three:*

- 1.0 Artistic Perception – 1.5 Identify and describe elements of art in works of art, emphasizing line, color, shape/form, texture, space, and value.

*K-12 California’s Common Core Content Standards for Mathematics:*

- Grade K – Geometry: 6. Compose simple shapes to form larger shapes.
- Grade one – Geometry: 2. Compose two-dimensional shapes or three-dimensional shapes to create a composite shape, and compose new shapes from the composite shape.
- Grade two – Geometry: 1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.

- Grade 8 – Geometry: 1. Verify experimentally the properties of rotations, reflections, and translations. 4. Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations.

## How to submit Coursework

At the top of each completed assignment please include your name, the course title, the assignment letter/number, and the title of the activity: Example: *B3d “Crazy Quilt” Doodle*.

You have nine months from the date of enrollment to complete the course.

When *all* of the assignments have been completed deposit the files in the appropriate dropbox. (If needed, use the overflow dropbox.) The completed checklist should be first, with all the assignments following, organized in the order of the checklist.

## Course Assignments

### A Staff Training (Required)

- A1 Circle key phrases on a list of quotes concerning doodling
- A2 Analyzing the key phrases

### B Student Activities (Elective)

- B1 Doodling Experiment
- B2 Simulations (Discoveries made through doodling)
  - a. Equiangular Spirals (Rene` Descartes)
  - b. Izzi (Frank Nichols)
  - c. The Soma Cube (Piet Hein)
  - d. Pentominoes (Solomon Golomb)
  - e. Ulam’s Spiral (Stanislaw Ulam)
- B3 Doodle Art (Introduction and “rules” for doodling)
  - a. Art Lessons
    1. Three-dimensional drawing
    2. Shading, Shadows, and Lines
    3. Embellishments (adding detail)
  - b. Transform a “scribble line” into a doodle
  - c. Doodling Initials (designing a monogram)
  - d. “Crazy Quilt” Doodle
  - e. Doodling around holes
  - f. Doodle Squares
  - g. Doodle Boxes (3-D doodle prisms)
  - h. “Doodle Bug” (Doodling on the letters B, U , and G)
  - i. Independent Investigation (you think of something)

### Staff Training Component

There are two parts: (this will take about one hour to complete)

- Circling key phrases in quotations related to doodling
- Analyzing the patterns found in the circled phrases

## Student Activities

There are three types of activities: (completion time varies according to the complexity of the activity)

- An experiment in doodling
- Simulations of doodling discoveries
- Art explorations related to doodling

## Reflections

For any *three* of the student activities completed you will need to write a paragraph reflecting on your experiences in teaching each of those three activities. (Each reflection will take about ½ hour to complete.)

### **To earn one credit/unit you will need to complete fifteen hours of work.**

- Completing the staff training component will take about one hour. Writing the three reflections will take about 1½ hours.
- There are twenty-six hours of student activities from which to choose the remaining 12½ hours of work.

Approximate  
Hours of Work\*

Student  
Activities

1	B1	Doodling Experiment
1	B2a	Equiangular Spirals (Rene` Descartes)
3	B2b	Izzi (Frank Nichols)
2	B2c	The Soma Cube (Piet Hein)
3	B2d	Pentominoes (Solomon Golmb)
1	B2e	Ulam's Spiral (Stanislaw Ulam)
1	B3a1	Three-dimensional Drawing
1	B3a2	Shading, Shadows, and Lines
1	B3a3	Embellishments (adding detail)
1	B3b	Transform a "scribble line" into a doodle
1½	B3c	Doodling initials (designing a monogram)
1½	B3d	"Crazy Quilt" Doodle
1	B3e	Doodling around holes
1	B3f	Doodle Squares
3	B3g	Doodle Boxes (3-D doodle prisms)
3	B3h	"Doodle Bug" (Doodling on the letters, B, U, and G)
1	B3i	Independent Investigation (you think of something)

If you choose this option please submit your plan to the instructor for approval before beginning the project.

\*Includes teacher preparation time

## Course Assessment Rubric

<b>A to A-</b>	<b>B+ to B-</b>	<b>Unacceptable/Resubmit</b>
All assignments completed with good evidence of presented lesson(s)	Assignments completed	Assignments missing and/or incomplete
Clear, relevant, detailed, and thoughtful reflections	Relevant reflections, but lacking detail and insight	Irrelevant or unclear reflections
Followed directions for organization of submission	Poor organization of submission	Unorganized submission- did not follow directions