

**Montgomery College Rockville Campus
Communication Arts Technologies Department
Graphic Design and Illustration
Spring Semester 2012**

**Instructor: Martha Vaughan
240.567.7521**

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**Office hours: Mondays, 10:00 – 11:00 am
Tuesdays, 2:00 – 3:00 pm, Wednesdays, 10:00 – 11:00 am
Office located in TC Room 126**

GD 134 Illustration 1

Course Description: Introduction to illustrative drawing and painting. Traditional rendering skills are used with emphasis on preparing work for commercial end use. Topics include units on drawing from life and photo reference material, basic composition, output for print production and Web, the employment market, and business practices. (R only) PREREQUISITE: AR 101 or consent of department. Two hours lecture, three hours laboratory each week.

Objective

This course will provide the student with skills toward an understanding of the uses of and the process of creating successful illustration. The focus will be on conceptualizing, composition, and researching the subject of the illustration with an introduction to technique. The emphasis will be on combining the powers of observation with the powers of the imagination. The student will be working in class on projects which will be critiqued on assigned dates. The assignments are based on illustration commissions a professional illustrator might receive. This course includes demonstration of traditional painting and drawing methods as well as digital techniques.

Course Outline

Unit 1

Assignment 1 given

Overview of illustration as an art and an industry. Illustration Markets: Editorial, Advertising, Institutional, Book

Lecture: Illustration Markets. The creative process. Distinguishing the difference between drawing and illustration. ***Lab:*** Creating a drawing from nature that will be used in an illustration.

Unit 2

Metaphoric Illustration

Lecture: Examples of illustrators who create metaphoric illustration and the roots of metaphoric illustration.

Lab: Creating thumbnails using visual metaphors to create images that communicate an idea.

Intent/Communication of an illustration.

Unit 3

Assignment 1 due

Composition

Lecture: Principles of formal and informal composition

Lab: Using informal composition to create a successful illustration. Using a pleasing arrangement of shapes to create a dynamic composition.

Unit 4

Assignment 2 given

Narrative Illustration: Little Red Riding Hood

Lecture: Examples of narrative and book illustration

Unit 5

Drawing with Linear Perspective

Lecture: Examples of illustrators who effectively use one and two point perspective as an illustration device.

Demonstration: one and two point perspective.

Lab: One and two point perspective.

Unit 6

Value

Lecture: *Creating a pattern of values in a successful composition.*

Lab: *Applying pattern of values in a successful illustration.*

Unit 7

Assignment 2 due

Drawing from Nature

Lecture: *Creating texture.*

Demonstration: *Pen and Ink*

Unit 8

Assignment 3 given

Poster Illustration

Lecture: *Combining the powers of observation with powers of imagination to create an illustration for Earth Day poster.*

Demonstration: *Collage*

Unit 9

Color

Lecture: *color theory. Creating a balance of warm and cool colors in a successful visual communication*

Demonstration: *Watercolor, digital*

Lab: *Using color, light and shadow and the creative process to create images that drive the narrative forward.*

Unit 10

Drawing: The human face

Assignment 3 due

Lecture: *Proportion, and shape of the human face.*

Lab: *Altering the human face for editorial purposes.*

Unit 11

Drawing: Figure Drawing

Assignment 3 due

Lecture: *Proportion, movement and weight of the human figure.*

Lab: *Incorporating a human figure in an illustration.*

Unit 12

Assignment 4 given

Still Life

Lecture: *Examples of still life illustration used in books and advertising.*

Lab: *Composing a still life repetition and variation of shapes.*

Unit 13

Assignment 4 due

Working with Reference

Lecture: *Examples of illustrators who use photographic reference to enhance their illustrations.*

Lab: *Using photographic reference to enhance the assigned illustration*

Unit 14

The Business of Illustration

Lecture: *Marketing, Self-Promotion, Invoicing, Contracts, Copyrights.*

Unit 15

Assignment 5 due

Final Critique

Assignments

Assignment 1 Seasons

Metaphoric Illustration

This assignment is designed to exercise your powers of imagination.

Step 1: Homework: Create 20 thumbnail sketches using the word "seasons" as a point of departure.

Due Thursday, January 26.

Step 2: Create an illustration using one of your thumbnails and make a finished work of art from it.

You may work in watercolor, gouache, acrylics, pastels, pencil, pen and ink, collage or any combination.

Critique: Tuesday, February 7

Assignment 2 Little Red Riding Hood

Narrative/Sequential Illustration

Using a figure, create an illustration for use as a narrative illustration for Little Red Riding Hood.

Graphite, pen and ink, colored pencil, watercolor, digital or collage.

Critique: Tuesday, February 28

Assignment 3 Earth Day

Institutional Illustration

Using a drawing from nature, create an illustration that communicates the idea of Earth Day for use on a poster.

Graphite, pen and ink, colored pencil or digital

Critique: Tuesday, March 27

Assignment 4 Illustrating a recipe

Food/specialty Illustration

Bring a recipe from home. Create an illustration that includes organic elements and manmade elements like vegetables and tableware, cookware or packaged products.

Graphite, pen and ink, colored pencil, watercolor, digital or collage.

Critique: Tuesday, April 10

Assignment 5 Editorial Illustration

Using photographic reference and one and or two point perspective, create an illustration of a favorite location to be used on the cover of Weekend Magazine.

Graphite, pen and ink, colored pencil, watercolor, digital or collage

Critique: Thursday, May 10, 10:15 am – 12:15 pm

JOURNALS/SKETCHBOOKS

You are required to keep a journal for this class.

- Write down words and ideas that are in the news, popular culture and your personal life. In addition to writing, you will also do a sketch each week that illustrates one of the ideas. You will use these words and ideas to create an illustration as one of your assignments.
- Use your journal to record visual thoughts and create sketches for your assignments, and take notes during demonstrations.
- Collect a sample of a successful printed illustration each week. Look at magazines, publications, books, CD covers, comic books. We will be discussing them each week in class.

GD134, 135, 234 SUPPLY LIST

Notebook

Sketchpad

Layout and tracing paper pads, preferably 14" x 17" but at least 9"x12"

Pencils and markers

Ruler and triangle

Eraser

Masking tape

Xacto knife

Anything else you usually use when doing rough sketches

Optional (to be obtained on a per assignment basis):

Colored pencils

Watercolors

Pen and ink

Drawing paper and watercolor paper

Knowledge of Adobe Illustrator and Photoshop

Acrylic or oil paints

Soft or Oil based Pastels

Supplies can be purchased at the MC Bookstore, Plaza-Art on Rockville Pike or at www.dick.blick.com

RESOURCES

Society of Illustrators Annuals available at MC Library or amazon.com or www.societyillustrators.org

Communication Arts Magazine

Print Magazine

Graphic Artists Guild Pricing and Ethical Guidelines. Available at MC Bookstore, amazon.com or gag.org

www.illustratorsclub.org

www.theispot.com

www.folioplanet.com

www.cbcbooks.org

www.modernpostcards.com

GRADING POLICIES

Instructor: Martha Vaughan

An overall course grade is based on several key elements:

- Projects
- Class Attendance
- Journals and Notebooks
- Class Participation
- Meeting Deadlines
- Understanding of material presented

Project Standards and Grades

If a project is turned on time, accurately follows all specifications and is neatly executed, it will receive a passing grade: C. Factors that can raise a grade to a B or an A:

Creativity

Is it a unique solution to the communication problem?

Communication

The solution should communicate the message that the client specified.

Presentation

The piece should be well presented and show evidence of care and pride in execution.

Composition

The assignment should show an understanding of and attention to elements of composition as we have discussed in class.

Materials

The piece should represent an understanding of use of materials discussed in class and should be executed in materials appropriate to the project.

Class Attendance

More than two unexcused absences can cause your grade to lower
Chronic lateness will also be noted and can cause your grade to lower
Sleeping in class is considered an absence.

Students with more than four absences without an excuse will be dropped from the class.

Journals and Notebooks

Students are asked to keep a journal while taking my classes. This is a learning aid for the student to record visually the classroom experience as a way to practice visual recording and to reinforce principles learned.

Class Participation

Paying attention and maintaining an interest in materials presented by instructor or classmates. This particularly applies to lectures, demonstrations and critiques.

Meeting deadlines

Turning in assignments on time and reading required text in a timely matter is extremely important in a deadline driven industry. In a professional setting, missing a deadline can cause you to lose your job or your client. In this class it can cause your grade to lower.

Understanding of material presented

The purpose of this class is to provide you with an understanding of the subject matter being presented. Your level of understanding is determined in all the above categories. Lack of understanding can cause your grade to lower.

STUDENTS WITH DISABILITIES

Any student who may need an accommodation due to a disability, please make an appointment to see me during my office hour. A letter from Disability Support Services (R-CB122; G-SA175; or TP-ST120) authorizing your accommodations will be needed. Any student who may need assistance in the event of an emergency evacuation must identify to the Disability Support Services Office; guidelines for emergency evacuations for individuals with disabilities are found at: www.montgomerycollege.edu/dss/evacprocedures.htm.

For additional information and guidelines, please refer to the [DSS Faculty/Staff Guide](#) at www.montgomerycollege.edu/dss or contact a DSS counselor at your campus:

R: Joan Gough 240.567.5054
R: Janet Merrick 240.567.5061
R: Sue Hassan 240.567.5087
R: Rose Sachs 240.567.5077

If you are a veteran or on active or reserve status and you are interested in information regarding opportunities, programs and/or services, please visit the Combat2College website at www.montgomerycollege.edu/combat2college and/or contact Joanna Starling at 240-567-7103 or Joanna.starling@montgomerycollege.edu

STANDARDS OF COLLEGE BEHAVIOR

The following statement appears in College offices and labs to remind students of the behavior standards and process adopted by the College. All full and part-time faculty are strongly encouraged to include the statement in their syllabi.

- A. The College seeks to provide an environment where discussion and expression of all views relevant to the subject matter of the class are recognized as necessary to the educational process.
- B. However, students do not have the right to interfere with the free-dome of the faculty to teach or the rights of other students to learn, nor do they have the right to interfere with the ability of staff to provide services to any student.
- C. Faculty and staff set the standards of behavior that are within the guidelines and spirit of the Student Code of Conduct or other College policies for classrooms, events, offices, and areas, by announcing or posting these standards early in the semester.
- D. If a student behaves disruptively in the classroom, an event, an office, or an area after the instructor or staff member has explained the unacceptability of such conduct and the consequences that will result; the student may be asked to leave that classroom, event, office, or area for the remainder of the day. This does not restrict the student's right to attend other scheduled classes or appointments.
- E. If the student does not leave, the faculty or staff member may request the assistance of Security.
- F. The faculty or staff member and the student are expected to meet to resolve the issue before the next class session.
- G. The Dean of Student Development or designated instructional Dean of Work Force Development and Continuing Education should be informed verbally or via email about any situation that violates the Student Code of Conduct.
- H. If, after a review of the situation and a restatement of the expected behaviors, the student refuses to comply with the stated standards of conduct required, then the faculty or staff member should refer the issue in writing to the dean of student development for action under the Student Code of Conduct.
- I. The faculty or staff member will provide the Dean of Student Development with a written summary of the facts or conduct on which the referral is based, which must include the date, time, place, and a description of the incident.

http://cms.montgomerycollege.edu/pnp/#Chapter_4

ACADEMIC DISHONESTY

The maintenance of the highest standards of intellectual honesty is the concern of every student, faculty and staff member at Montgomery College. The College is committed to imposing appropriate sanctions for breaches of academic honesty. The list below is not all-inclusive of prohibited behavior. Nothing in this section precludes an academic department from issuing supplemental guidelines giving examples of plagiarism or other forms of academic dishonesty and academic misconduct which are pertinent to the subject matter of the class.

A. Academic Dishonesty or Misconduct can occur in many ways. Some common forms include:

- A.1 Cheating on assignments or examinations
- A.2 Plagiarizing from written, video, or Internet resources
- A.3 Using tests or other material without permission
- A.4 Forgery
- A.5 Submitting materials that are not the student's own
- A.6 Taking examinations in the place of another student, including assessment tests
- A.7 Assisting others in committing academic dishonesty
- A.8 Failing to use quotation marks for directly quoted material unless using block quotes or other accepted formats.
- A.9 Copying from another student during an examination

B. Sanctions to be imposed. Students who engage in any act that the classroom instructor judges to be academic dishonesty or misconduct are subject to the following sanctions:

- B.1 The minimum grade sanction imposed by a faculty member is to award an "F" on the assignment or test in which the dishonesty occurred.
- B.2 The maximum grade sanction is to award an "F" for the course in which the dishonesty occurred.
- B.3 In addition, each faculty member has the prerogative of referring a case to the campus Dean of Student Development or designated Instructional Dean of Work Force Development and Continuing Education with a specific request that the Dean consider imposing additional sanctions

C. Case Referrals. The faculty member will:

Notify the student of the allegation in writing, with a copy forwarded to the Dean of Student Development or the designated Instructional Dean of Work Force Development and Continuing Education.

Include the grade sanction to be imposed, the reasons for it, and the appeals process. It is expected that the instructor will take immediate action.

Send a letter to the student's last address of record via certified mail, return receipt requested, if a student is no longer at the institution.

Hold a conference with the student so that the student can present his/her information, if the charge is contested. The student will inform the faculty member that he or she will contest the charge within five business days after his or her receipt of the letter.

D. Reporting Process.

In reporting violations of academic dishonesty to the campus Dean of Student Development or designated Instructional Dean of Work Force Development and Continuing Education, the faculty member will state in writing the circumstances surrounding the incident, the nature of the evidence collected against the student, the result of the discussion with the student, and the grade sanction to be imposed.

The faculty member will provide the supporting documentation to both the Dean and student.

E. Appeal.

A student may appeal the grade or non-grade sanctions imposed by the faculty member and/or Dean of Student Development or designated Instructional Dean of Work Force Development and Continuing Education to the Vice President/Provost for the Campus or Work Force Development and Continuing Education whichever is applicable.

The appeal will be submitted, in writing, to the Vice President/Provost, within ten business days of the date the student is informed of the imposition of the sanction.

Nonacademic Misconduct. See Student Handbook