

**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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<http://www.montgomerycollege.edu/~mvaughan/>

**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 135 Illustration II***

Course Description: The course will include projects in major areas of illustration: advertising, editorial, narrative illustration including book and comic art; preparation of storyboards for film and television; the computer as a tool for illustration. (R only) (CE: R) PREREQUISITES: GD 121 and GD 134, or consent of department. Two hours lecture, three hours laboratory each week.

**Objectives**

**Upon Completing this course the learner will be able to:**

Employ more extensive research into the requirements of the client  
Interpret several alternate solutions to each problem  
Predict and apply an appropriate style (cartoon, realistic) for the assignment  
Employ proper written terminology for storyboard notations and instructions  
Plan sequences of illustrations for print or TV/film  
Interpret the message that the illustration is required to communicate  
Perform with a degree of skill, the application of these elements: intent, composition, shape, value, texture, color, and drawing effectively to create the illustration.  
Perform with a degree of skill a drawing from thumbnail sketch to full-sized illustration  
Perform with a degree of a specified medium to complete the illustration  
Demonstrate a neat and professional presentation of the finished piece  
Discuss the work in a group critique with the entire class  
Distinguish the primary markets for illustration.

**Course Syllabus**

**Unit 1 *Introduction/Review/Vector vs. Raster***

**Lecture:** Overview of illustration as an art and an industry, Vector vs. raster

**Exercise 1:** Using the Wacom Tablet in Photoshop,

**Unit 2 *Drawing Tools/Layer Management***

**Lecture:** Metaphoric/Product Illustration

**Lab:** Work on Assignment 1

**Exercise:** Using the pen tool in Illustrator

**Demonstration:** Layer Management in Illustrator and Photoshop

**Unit 3 Editorial/Metaphoric Illustration,**

*Critique Assignment 1*

**Lecture:** *Metaphoric Illustration*

**Lab:** *Work on sketches for metaphoric illustration*

**Unit 4 Drawing from nature**

**Lecture:** *Combining traditional and digital media*

**Demonstration:** *Drawing in a digital medium using Photoshop*

**Lab:** *Work on assignment 1*

**Unit 5 Poster Session/Using Color in a digital medium**

**Lecture:** *Poster Illustration*

**Lab:** *Work on Assignment 2*

**Unit 5 Digital Collage**

**Lecture:** *Collage in a Digital medium*

**Demonstration:** *Digital Collage/making selections in Photoshop*

**Lab:** *Work on Assignment 2*

**Unit 6 Texture: Gradients, and Gradient mesh**

**Lecture:** *Color theory in a digital medium*

**Demonstration:** *Gradients in Illustrator and Photoshop, gradient mesh in Illustrator*

**Lab:** *Work on Assignment 2*

**Unit 8 Texture: Patterns in Illustrator and Photoshop**

**Lecture:** *Color theory in a digital medium*

**Demonstration:** *Creating patterns in Illustrator and Photoshop, gradient mesh in Illustrator*

**Lab:** *Outputting digital art using inkjet printers*

**Unit 9 Earth Day Illustration**

**Lecture:** *Examples of Earth Day Poster Illustration*

**Demonstration:** *Technical Tips for Vector Graphics in Illustrator*

**Lab:** *Work on Assignment 3*

**Unit 11 Using Type tools**

**Exercise:** *Using Type tools*

**Lab:** *Work on Assignment 3*

**Unit 10 Theatre Poster Illustration**

**Exercise:** *Technical tips for Vector graphics in Photoshop*

**Lab:** *Work on Assignment 4*

**Unit 12 Moving between programs**

**Demonstration:** *Placing a photoshop image in Illustrator document/opening a vector drawing in a Photoshop document*

**Lab:** *Work on Assignment 4*

**Unit 13 Sequential Illustration**

**Lecture:** *Examples of narrative and sequential Illustration created in traditional and digital medium*

**Lab:** *Work on Assignment 5*

**Unit 14 Type on a Path/Presentation, printing**

**Lab:** *Work on Assignment 5*

**Unit 15 Final Critique**

**Assignment 1** Green

Metaphoric Illustration

This assignment is designed to exercise your powers of imagination.

Step 1: Homework: Create 20 thumbnail sketches using the word “green” as a point of departure. Due Wednesday, January 25.

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: Monday, February 6

**Assignment 2** Poster Session

Editorial Illustration

In cooperation with the Department of Sociology, Anthropology and Criminal Justice, we will create illustrations to accompany papers written by students that will appear in the Poster Session.

Critique: Monday, February 27

**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.

Digital or combination traditional and digital

Critique: Monday, March 26

**Assignment 4** Theater Poster

Advertising Illustration

Create a digital illustration to be used as a theater poster. Play will be provided.

Critique: April 16

**Assignment 5** Sequential Illustration

Narrative Illustration

Choose one of the following texts to create a one – two page sequence, using at least four frames.

[Just Like Old Times by Robert Sawyer](#)[The Last Leaf by O Henry](#)[Toads and Diamonds by Charles Perrault](#)

Critique: Wednesday, May 9, 2:45 – 4:45 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 or Pearl, both on Rockville Pike or at [www.dick.blick.com](http://www.dick.blick.com)

## **RESOURCES**

Society of Illustrators Annuals available at MC Library or amazon.com or [www.societyillustrators.org](http://www.societyillustrators.org)

Communication Arts Magazine

Print Magazine

Graphic Artists Guild Pricing and Ethical Guidelines. Available at MC Bookstore, amazon.com or [gag.org](http://gag.org)

[www.illustratorsclub.org](http://www.illustratorsclub.org)

[www.theispot.com](http://www.theispot.com)

[www.folioplanet.com](http://www.folioplanet.com)

[www.cbcbooks.org](http://www.cbcbooks.org)

[www.modernpostcards.com](http://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.

### **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](http://www.montgomerycollege.edu/dss/evacprocedures.htm).

For additional information and guidelines, please refer to the [DSS Faculty/Staff Guide](http://www.montgomerycollege.edu/dss) at [www.montgomerycollege.edu/dss](http://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](http://www.montgomerycollege.edu/combat2college) website at [www.montgomerycollege.edu/combat2college](http://www.montgomerycollege.edu/combat2college) and/or contact Joanna Starling at 240-567-7103 or [Joanna.starling@montgomerycollege.edu](mailto: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.

## **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