

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

Instructor: Martha Vaughan
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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 136--Digital Illustration

Course Description A "hands-on" course emphasizing traditional illustration skills such as visual problem solving, composition, and drawing while exploring the digital possibilities to execute the artwork. Students spend equal time in the studio working on sketches and concepts for illustration assignments and in the computer lab executing these assignments in digital applications. There will be an opportunity to create illustrations using more than one computer application. (R only) Two hours lecture, three hours laboratory each week.

Objective: This course will focus on creating illustrations in a digital medium. Assignments will emphasize traditional illustration skills such as visual problem solving, composition and drawing skills while exploring the digital possibilities to execute the artwork. Students will spend half of their time in the studio working on sketches and concepts for illustration assignments. They will spend the second half of their time in the computer lab executing these assignments in digital programs. The emphasis will be on Adobe Illustrator and Photoshop. There will also be an exercise in creating illustrations using more than one program. In this class we will explore and expand our options for creative image making, re-create traditional illustrations in a digital medium and discover new techniques and choices.

Upon completion of this course the learner will be able to:

Employ extensive research into the requirements of the client
Interpret several alternate solutions to each problem
Employ digital medium for solution to creative problems
Employ digital medium to execute planned 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

Assignments

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 any combination of traditional and digital media.

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.

GD136 SUPPLY LIST

Notebook
Sketchpad
Layout and tracing paper pads, preferably 14" x 17" but at least 9"x12"
Pencils and markers
Eraser

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

The Digital Illustrator's studio

Computer
Keyboard
Monitor
Input device—either mouse, stylus and tablet or both
Scanner
Printer
Internet access
Digital Camera
Applications such as Adobe Illustrator, Adobe Photoshop, and Corel Painter
Portable storage devices: cds, dvds, thumb drives or external hard drives

RESOURCES

The Complete Guide to Digital Illustration by Steve Caplin and Adam Banks available at <http://www.amazon.com/Complete-Guide-Digital-Illustration-Guides>

folioplanet.com
<http://folioplanet.com/>

illustratorsclub.org
<http://www.illustratorsclub.org/>

Communication Arts Magazine
<http://www.commarts.com/>

Society of Illustrators Annuals
<http://www.societyillustrators.org/>

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 two 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-dom 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.