



COURSE OUTLINE

Course Number
ADV 220

Course Title
Illustration I

Credits
3

Hours:
lecture/Lab/Other
1 lecture/4 studio
hours

Co- or Pre-requisite
ART102, ART104, ART105 or divisional
permission

Implementation
sem/year
Fall 2018

Catalog description:

This course is an introduction to the concepts, techniques and skills of the contemporary illustrator. The student will learn to understand that good illustration is a means of communication, whether it is product or journalistic illustration. Assignments will include problems in book, magazine, advertising illustration, etc. Comprehensive and finished art will be produced in various mediums.

Required texts/other materials:

Text:

- *Fundamentals of Illustration*: by Zeegan, 3rd ed. 2014, ISBN: 978-29404-11481, AVAPS

Optional Text

- *Handbooks: Pricing & Ethical Guidelines*, 2018, ISBN: 978-0932-102164, GAG
- Design Process Sketchbook, 9" x 12"
- USB Flash Drive: 16GB
- Notebook and Folder
- Pencils, pens, markers as needed

Revision date:

Fall 2018

Course coordinator:

Tina LaPlaca, e-mail: laplacat@mccc.edu, 609-570-3356

Information resources:

- Samples from the instructor's files.
- Text(s) on Reserve in College Library
- Graphic Artists Guild Handbook, 2018 edition

Other learning resources:

- Open Lab Hours

Course Competencies/Goals:

The student will be able to:

1. Demonstrate the use of good design and composition principles using typography and illustrations, and justify their use and function.
(Course Competencies 1, 3, 4 & 6; Gen Ed Goal 1, 4 & 6)
2. Create artwork that applies basic principles of color, balance and design effectively.
(Course Competencies 2 & 6; Gen Ed Goal 4 & 6)
3. Demonstrate and understanding the vocabulary connected with the profession as well as various art mediums
(Course Competencies 1, 3, 4 & 6; Gen Ed Goal 1, 4, 6 & 9)
4. Analyze and evaluate artistic practices and participate in class critiques to practice artistic vocabulary.
(Course Competencies 4; Gen Ed Goal 1, 4, 6, 8 & 9)
5. Apply at least three steps of design process formulation from thumbnails, revised sketches and final solutions for each assigned problem.
(Course Competencies 2, 5 & 6; Gen Ed Goal 1, 4 & 6)
6. Create a design comprehensive in a professional manner using typography and original art illustrations.
(Course Competencies 1, 5 & 6; Gen Ed Goal 1, 4 & 6)

Course-specific General Education Knowledge Goals and Core Skills.

The student will be able to:

General Education Knowledge Goals

Goal 1. Communication. Students will communicate effectively in both speech and writing.

Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

Goal 9. Ethical Reasoning and Action. Students will understand ethical issues and situations.

MCCC Core Skills

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.

Goal C. Ethical Decision-Making. Students will recognize, analyze and assess ethical issues and situations.

Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.

Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.

Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Units of study in detail.

Unit I **Building Blocks of Illustration/Part 1**

The student will be able to...

- Analyze visual puns in illustration
(Course Competencies 4)
- Analyze various illustration styles
(Course Competencies 4)
- Review the basic drawing techniques
(Course Competencies 1, 2, 3 & 6)
- Create a daily sketchbook of ideas
(Course Competencies 2 & 6)
- Discuss concept and concepts
(Course Competencies 4)
- Identify brainstorming, thumbnails, roughs and sketches
(Course Competencies 1, 2, 3 & 4)
- Explore different black and white media and composition
(Course Competencies 1, 3 & 6)
- Examine design contrasts: thick/thin line, volume, texture, dark/light, transparent/opaque
(Course Competencies 1, 3 & 5)
- Conceptualize an illustration from the doodles through to a comprehensive stage
(Course Competencies 2 & 6)
- Discuss his/her work during a critique and critically evaluate and justify his/her own artistic and vocational practice
(Course Competencies 4)

Unit II **Building Blocks of Illustration/Part 2**

The student will be able to...

- Create a daily sketchbook of ideas
(Course Competencies 2 & 6)
- Examine single and multiple lines/opaque and transparency/texture and pattern
(Course Competencies 4 & 5)
- Create a newsletter format for a specific topic
(Course Competencies 2, 5 & 6)
- Demonstrate about conceptual/narrative illustration
(Course Competencies 1 & 3)
- Identify advertising/editorial illustration styles
(Course Competencies 4 & 5)
- Analyze comics/cartoon/caricature illustrations
(Course Competencies 4)
- Demonstrate themes and clichés/portraits and self-portraits
(Course Competencies 1, 3 & 5)
- Review alternative, new wave, cutting edge, fringe, grunge = modern
(Course Competencies 3 & 4)
- Discuss his/her work during a critique and critically evaluate and justify his/her own artistic and vocational practice
(Course Competencies 4)

Unit III Visual Connections

The student will be able to...

- Analyze the history of illustration
(Course Competencies 4)
- Evaluate a historical product
(Course Competencies 4)
- Create a product illustration for this historical product in a modern style
(Course Competencies 2 & 6)
- Explore the use of dry media and techniques
(Course Competencies 1, 3 & 5)
- Explore the use of wet media and techniques
(Course Competencies 1, 3 & 5)
- Demonstrate grid technique sampler
(Course Competencies 1, 2 & 3)
- Create illustrations in mixed media and examine non-objective and portraits
(Course Competencies 1, 2, 5 & 6)
- Discuss his/her work during a critique and critically evaluate and justify his/her own artistic and vocational practice
(Course Competencies 4)

Unit IV Product Illustration for Advertising

The student will be able to...

- Analyze advertising illustrations for products
(Course Competencies 4)
- Demonstrate scratchboard technique
(Course Competencies 1 & 3)
- Modify an existing product illustration
(Course Competencies 1, 3 & 6)
- Explore dimensional, extended, peripheral techniques
(Course Competencies 5)
- Create a scratchboard and stencil composition
(Course Competencies 2 & 6)
- Demonstrate cut/paper, torn-paper collage and photo-collage
(Course Competencies 1, 3, 5 & 6)
- Review copyright usage of imagery
(Course Competencies 4)
- Discuss his/her work during a critique and critically evaluate and justify his/her own artistic and vocational practice
(Course Competencies 4)

Unit V Traditional Versus Digital

The student will be able to...

- Explore digital illustration
(Course Competencies 5)
- Analyze works by contemporary illustrators working in digital media
(Course Competencies 4)
- Discuss and evaluate traditional versus digital illustration styles
(Course Competencies 4)
- Create a comprehensive

(Course Competencies 2,3, 5 & 6)

- Review color printing methods

(Course Competencies 4)

- Analyze differences between dots and pixels

(Course Competencies 4)

- Discuss his/her work during a critique and critically evaluate and justify his/her own artistic and vocational practice

(Course Competencies 4)

Evaluation of student learning:

Instructional modes to be used are: Integrated lecture and laboratory, studio assignments with specifications and limitations set by the instructor, demonstrations by the instructor, and discussions and critiques of student work.

Lectures are often accompanied by demonstrations of techniques and examples of printed materials that cannot be repeated for individuals. The student is responsible for participating in classroom discussions and critiques of student work by including his or her work to that being discussed and evaluated. In this way the students learn the terms used in the field for which they are preparing. Diligent practice on assignments is essential to develop the skills required. Practice, in class lab and at home, will generally be visible in the work produced.

The student is responsible for his or her regular attendance, participation in classroom discussions and critiques of student work, and for including his or her work to be discussed and evaluated. Diligent work on assignments is essential.

Evaluation of progress and grades are determined by the instructor, based upon the following considerations: attendance, participation, and estimate of quality of class work and homework assignments (by instructor). The specific weight of each project is shown in the grade breakdown chart in this section.

Values of quality, aesthetics, etc., are based upon the instructor's judgment of the work produced, the effort employed, and the total result achieved. To receive full credit, all assignments are due on time. A late assignment will be accepted one class period after due date with a reduced letter grade.

The grade of "A" will be earned by students who demonstrate mastery of the essential elements of the material presented, as well as demonstrating excellence in aesthetics and originality in completing course objectives with at least 90% accuracy.

The grade of "B" will be earned by students who demonstrate more than adequate mastery of the essential elements of the material presented and acceptable knowledge of the course content. Achievement will be demonstrated when all of the specific course objectives are fulfilled with at least 80% accuracy.

The grade of "C" will be earned by students who demonstrate adequate mastery of the essential elements of the material presented. Achievement will be demonstrated when all of the specific course objectives are fulfilled with at least 70% accuracy.

The grade of "D" is undesirable, but indicates a minimum passing of the course requirements. All of the course objectives must be fulfilled with at least 60% accuracy.

The grade of "F" will be earned by students who do not demonstrate achievement.

Critiques

Critiques are a vital part of learning design. There is much to be learned from reviewing the work of your colleagues: learn from their designs' strengths and weaknesses. Critiques also provide the opportunity to put your concept into words, and to help you learn how to speak intelligently and knowledgeably about your designs. Additionally, the instructor and your classmates may bring fresh insights and perspectives to your work that provides valuable feedback.

Evaluation/Final Course Grades

The final course grade is based on project outcomes, exercises, test scores, adherence to project due dates, and attendance. Assignments and quizzes are based upon the following considerations:

Grade Breakdown	Percent Overall Grade
Attendance of lectures and presentations, participation with class discussions and critiques. (Course Competencies 4 & 6)	(15%)
Project 1: (Course Competencies 1, 2, 3, 5 & 6)	(15%)
Project 2: (Course Competencies 1, 2, 3, 5 & 6)	(15%)
Project 3: (Course Competencies 1, 2, 3, 5 & 6)	(15%)
Project 4: (Course Competencies 1, 2, 3, 5 & 6)	(15%)
Project 5: (Course Competencies 1, 2, 3, 5 & 6)	(15%)
Quizzes: (Course Competencies 1, 2, 3, 5 & 6)	(10%)

Academic Integrity Statement:

Students are expected to comply with the college-wide requirements for academic integrity. Mercer County Community College is committed to Academic Integrity -- the honest, fair and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work. Presenting another individual's work as one's own and receiving excessive help from another individual will qualify as a violation of Academic Integrity. The entire policy is located in the Student handbook and is found on the college website (http://www.mccc.edu/admissions_policies_integrity.shtml).

Special Needs Accommodations:

Mercer County Community College is committed to ensuring the full participation of all students in all activities and programs. If you have a documented differing ability or think that you may have a differing ability that is protected under the ADA or Section 504 of the Rehabilitation Act, please contact Arlene Stinson in LB216 stinsona@mccc.edu for information regarding academic accommodations and additional support services.