COURSE OUTLINE

Course Number
ADV222

Course Title
Illustration II - Digital Drawing

Credits
3 credits

Hours:
Lecture/Lab/Other
1 lecture/4 lab hours

Co- or Pre-requisite
ART101, ART 104, DMA 105 or divisional permission

Implementation
sem/year
Fall 2018

Catalog description:

Introduction to Digital Drawing 3 credits
Acquaints students with the basics of computer-based drawing and painting tools. Students will use a Wacom Tablet, an industry standard digital drawing tool, rather than a mouse. The focus will be on both raster and vector software. Students will execute tightly rendered single images as well as quickly executed sequences of images. This course is an interdisciplinary course combining illustration with fine art and storyboard art.

Required Text:

- Digital files, online material, videos etc. as available
- Design Process Sketchbook 9” x 12”
- USB Flash Drive: 16GB
- Notebook and folder

Date: Fall 2018
Course Coordinator: Tina LaPlaca, email: laplacat@mccc.edu, Phone: 609-570-3356
Course Competencies/Goals:

The student will be able to:

1. Create artwork in various mediums such as black and white line drawings as well as full color renderings.
   (Course Competencies 1, 3, 4 & 6; Gen Ed Goal 1, 4 & 6)
2. Demonstrate an understanding of form, lighting and storytelling in final illustrations.
   (Course Competencies 1, 3, 4 & 6; Gen Ed Goal 1, 4 & 6)
3. Analyze artwork and evaluate techniques for artistic practice.
   (Course Competencies 1, 3, 4 & 6; Gen Ed Goal 1, 4 & 6)
4. Apply concept art to storyboards in project development.
   (Course Competencies 1, 3, 4 & 6; Gen Ed Goal 1, 4 & 6)
5. Demonstrate familiarity with the Wacom tablet as a drawing tool.
   (Course Competencies 1, 3, 4 & 6; Gen Ed Goal 1, 4 & 6)
6. Demonstrate communication analysis in class discussions and presentations.
   (Course Competencies 1, 3, 4 & 6; Gen Ed Goal 1, 4 & 6)

Course-specific General Education Knowledge Goals and Core Skills.

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 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.
Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

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.
Units of study in detail

Unit I  Basic Black & White Drawing with the Wacom Tablet

Learning Objectives

The student will be able to…

• Demonstrate use of the pressure sensitive Wacom Tablet and Wacom pen in digital drawing.
  (Course Competencies 2, 5 & 6)

• Demonstrate use of sketchbook “thumbnail” sketches as the basis for digital artwork.
  (Course Competencies 2, 5 & 6)

• Create artwork in various software programs to replicate traditional “pen/ink” style drawings.
  (Course Competencies 1 & 4)

• Apply proper formatting to files for multiple uses from print to web to multimedia
  (Course Competencies 4)

• Analyze and evaluate rendering styles and contemporary digital artists.
  (Course Competencies 3)

• Apply the use of reference photos to enrich realistic work.
  (Course Competencies 4)

• Analyze and evaluate critically his/her own artistic and vocational practice during a critique.
  (Course Competencies 3)

Unit II  Using Color (Cel-style computer-coloring)

Learning Objectives

The student will be able to…

• Demonstrate by coloring images in a “comic book” style (also known as “cel” style)
  (Course Competencies 2, 5 & 6)

• Create texture using traditional analogue media and scan it in.
  (Course Competencies 1 & 4)

• Create and integrate texture in illustration work.
  (Course Competencies 1 & 4)

• Demonstrate use of warm and cool colors to render space academically.
  (Course Competencies 2, 5 & 6)

• Demonstrate use of ink washes and other wet media to add texture and depth to digital work.
  (Course Competencies 2, 5 & 6)

• Create a library of textures for the student to use in later assignments
  (Course Competencies 1 & 4)

• Evaluate the value of drawing outside of the computer in tandem with digital work.
  (Course Competencies 3)

• Analyze and evaluate critically his/her own artistic and vocational practice during a critique.
  (Course Competencies 3)

Unit III  Storyboarding

Learning Objectives

The student will be able to…

• Create renderings in a quick style.
  (Course Competencies 1 & 4)

• Demonstrate the use photographs for the basis of drawings or as backgrounds.
  (Course Competencies 2, 5 & 6)

• Create format drawings for storyboards.
  (Course Competencies 1 & 4)

• Apply the use of 3-D models as a stepping stone to rendering objects and settings.
  (Course Competencies 4)
• Demonstrate the use of natural drawing style and interests as a springboard for sequential storytelling.
  (Course Competencies 2, 5 & 6)
• Analyze and evaluate various storyboard artists to learn the range of styles and vocabulary of storyboard art.
  (Course Competencies 3)
• Analyze and evaluate critically his/her own artistic and vocational practice during a critique.
  (Course Competencies 3)

Unit IV  Digital Painting and Concept Art

Learning Objectives
The student will be able to...
• Create renderings nuanced and detailed scenes.
  (Course Competencies 1 & 4)
• Demonstrate use of light as a compositional element as well as a narrative presence.
  (Course Competencies 2, 5 & 6)
• Create artwork formats for presentation.
  (Course Competencies 1 & 4)
• Apply a personal visual style using a wide range of digital techniques.
  (Course Competencies 4)
• Analyze and evaluate critically his/her own artistic and vocational practice during a critique.
  (Course Competencies 3)

Evaluation of student learning:

Attendance: Students are expected to attend each class. Any absence from class may hamper the student’s learning of the material. Attendance will be taken at the beginning of the class, with early departures noted.

Professionalism: Students are expected to behave in a manner appropriate to an industry professional when interacting with other students or the course instructor.

Participation: due to the topics and the dynamic nature of fashion students are expected to participate in class discussions.

Special Needs: If you have a need for academic accommodations please notify the instructor during the first week of class to make the necessary arrangements. Students may choose to contact the Disability Support Services office.

Teaching Techniques
Students may encounter lecture, discussions, individual work assignments, group assignments, internet research assignments, observational assignments, video or film, writing assignments, and other techniques deemed appropriate.

Student responsibilities
Students are expected to behave in a professional manner which includes: attendance, participation, and meeting due dates, being prepared for class, and communicating with the instructor in a timely manner. 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.
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:
This course will have multiple tests and quizzes covering information from the text, current events discussed in class, videos, homework, and handouts distributed within the course.

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.

Evaluation/Final Course Grades

The final course grade is based on term paper, presentations, classroom exercises, test scores, adherence to schedule dates, and attendance of lectures and participation with class discussions and analysis.
Assignments and quizzes are based upon the following considerations:

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<thead>
<tr>
<th>Grade Breakdown</th>
<th>Percent Overall Grade</th>
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<tbody>
<tr>
<td>Attendance of lectures and presentations, participation with class discussions and critiques.</td>
<td>(10%)</td>
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<tr>
<td>(Course Competencies 2 &amp; 3)</td>
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<tr>
<td>Project 1:</td>
<td>(15%)</td>
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<tr>
<td>(Course Competencies 1, 4, 5 &amp; 6)</td>
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<tr>
<td>Project 2:</td>
<td>(15%)</td>
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<tr>
<td>(Course Competencies 1, 4, 5 &amp; 6)</td>
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<td>Project 3:</td>
<td>(20%)</td>
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<tr>
<td>(Course Competencies 1, 4, 5 &amp; 6)</td>
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<td>Project 4:</td>
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<td>(Course Competencies 1, 4, 5 &amp; 6)</td>
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<tr>
<td>Project 5:</td>
<td>(20%)</td>
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<td>(Course Competencies 1, 4, 5 &amp; 6)</td>
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Academic Integrity Statement:

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.

Special Needs Accommodations:

Mercer County Community College is committed to ensuring the full participation of all students in all activities, programs and services. If you have a documented differing ability or think that you may have a differing ability that is protected under the ADA and Section 504 of the Rehabilitation Act, please contact Arlene Stinson in LB 216 stinsona@mccc.edu for information regarding support services. If you do not have a documented differing ability, remember that other resources are available to all students on campus including academic support through our Academic Learning Center located in LB 214.