Course Outline

Course Number: DMA 115

Course Title: Vector Drawing

Credits: 3

Hours: lecture/Lab/Other 1/4

Co- or Pre-requisite: Implementation: Fall 2019

Catalog description (as it appears in 2014-2015 edition):

Acquaints students with the basics of production and use of vector graphics for use in print and illustration, web-based media, and animation. Skill development will concentrate in the use of tools and transformation options of Adobe Illustrator. Emphasis will be placed on digital drawing for both text and graphics, use of Wacom pen tablet, key tools within Illustrator, and production of standard industry graphics for use in print, web, and animation.

Is course New, Revised, or Modified?

New

Required texts/other materials:

- Sketchbook with gridded pages
- USB Flash Drive: 75 - 150GB
- Wacom Pen Tablet

Revision date: February 23, 2019

Course coordinator: Mauro Zamora, 609-570-3340, zamoram@mccc.edu

Information resources: (Describe the primary information resources that support the course, including books, videos, journals, electronic databases, websites, etc. To request new materials for your course, use the library request form at: www.mccc.edu/student_library_course_form.shtml)

Other learning resources: (Describe any other student learning resources that are specific to this course, including any special tutoring or study group support, learning system software, etc.)

- Computer Labs
- Web resources provided by the instructor
- Adobe Illustrator
Course Competencies/Goals:

The student will be able to:

- Create vector-based works of computer art using a variety of concepts, tools, and techniques (GE Goals 4, 6; MCCC CC E)

- Demonstrate basic knowledge of computer as an art tool and medium (GE Goals 4, 6; MCCC CC E)

- Plan and realize vector drawings, logos, text manipulations and drawings for animation from initial concept, from research to final execution (GE Goals 1, 4, 6, 7, 8, 9, 10, 11; MCCC CC A, B, C, D, E, G)

- Defend and critique vector works on conceptual, aesthetic and technical levels (GE Goals 1, 4, 5, 6, 7, 8; MCCC CC A, B, D, E)

- Describe and analyze vector works of computer art in the contexts of developments in technology, art, and society (GE Goals 1, 4, 5, 8; MCCC CC A, B, D, E)

- Demonstrate ability to use the following digital tools and techniques: Selection Tool, Direct Selection Tool, Pen Tool, Bezier Curves, Curved Pen Tool, Blob Brush, Paint Brush, Pattern Tool, Layers, Cutting and Pasting, Extruded Objects, Image Trace, and File Management. (GE Goals 4, 6; MCCC CC E)

Course-specific Institutional Learning Goals (ILGs)/General Education Goals.

Institutional Learning Goal 1. Written and Oral Communication in English. Students will communicate effectively in both speech and writing.

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

Institutional Learning 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.

Institutional Learning 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.

Institutional Learning Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

Institutional Learning Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples.

Institutional Learning Goal 9. Ethical Reasoning and Action: Students will understand ethical frameworks, issues and situations.

Institutional Learning Goal 10. 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.

Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.
Units of study in detail.

Unit 1  Illustrator Foundations: Line, Shape, Color, and Texture

*The student will be able to…*

- Create simple vector drawings utilizing line, shape, color, and texture as art elements. (CGs 4, 5, 6, 7, 8, 10, 11)
- Discuss her/his work during critiques and critically evaluate and justify her/his creative choices. (CGs 1, 5, 6, 7, 8)
- Demonstrate understanding of use and meaning for line, shape, color, and texture as formal elements and also as means of creative expression of vector art. (CGs 5, 6, 7, 8)
- Describe and analyze use of line, shape, color and texture in vector art. (CGs 5, 6, 7, 8)
- Compare and contrast vector projects based on how they utilize line, shape, color and texture. (CGs 4, 5, 6, 7, 8, 11)

Unit 2  Text and Logo

*The student will be able to…*

- Create vector artworks using concepts of pastiche, hybrid, appropriation in combination with text. (CGs 1, 4, 6, 7, 8)
- Discuss her/his work during critiques and critically evaluate and justify her/his creative choices. (CGs 1, 5, 6, 7, 8)
- Demonstrate ability to convey a clear and effective message through appropriation and mixture of written language. (CGs 1, 4, 6, 8, 11)
- Demonstrate understanding of the use of pastiche, hybrid, appropriation in present-day art visual communication. (CGs 1, 4, 6, 7, 8)
- Demonstrate understanding of the impact of vector images in combination with text. (CGs 1, 6, 8)
- Assess a selection of vector artworks of classmates and determine each works ability to communicate intended ideas. (CGs 1, 6, 8, 11)

Unit 3  Vector Raster Combinations

*The student will be able to…*

- Create computer artworks using a combination of vector images and raster images. (CGs 4, 6)
- Discuss her/his work during critiques and critically evaluate and justify her/his creative choices. (CGs 1, 5, 6, 7, 8)
- Demonstrate basic understanding of construction of vector graphics, its relationship to layers and appearance in works of computer art. (CGs 4, 6)
- Demonstrate basic understanding of such new genres of computer art as Vector Graphics and Digital Drawing and Painting. (CGs 1, 6, 7, 8)
- Assess a selection of vector artworks of classmates and determine each works ability to communicate intended ideas. (CGs 1, 6, 8, 11)
Unit 4  Vectors for Motion

*The student will be able to...*

- Create vector graphics to be utilized in a motion project. (CGs 4, 6)
- Discuss her/his work during critiques and critically evaluate and justify her/his creative choices. (CGs 1, 5, 6, 7, 8)
- Evaluate the impact of digital technology on the fields of Animation, Film, and Video. (CGs 1, 5, 6, 7, 8)
- Demonstrate basic understanding of concepts and techniques of Vector Graphics for computer Animation. (CGs 4, 6, 11)
- Assess a selection of vector artworks of classmates and determine each works ability to communicate intended ideas. (CGs 1, 6, 8, 11)

Unit 5  Final Project

*The student will be able to...*

- Create an independent project based on the use of vector graphics and motion. (CGs 4, 6)
- Discuss her/his work during critiques and critically evaluate and justify her/his creative choices. (CGs 1, 5, 6, 7, 8)
- Evaluate the impact of digital technology on visual communications today. (CGs 1, 5, 6, 7, 8)
- Assess the use of vector artworks utilized across a variety of media such as print and illustration, web, and animation. (CGs 1, 6, 8, 11)

**Evaluation of student learning:**

**Teaching Techniques:**

Students will encounter lecture, individual studio assignments with specifications and limitations set by the instructor, demonstrations by the instructor, group assignments, internet research assignments, observational assignments, writing assignments, and other techniques deemed appropriate.

**Student Responsibilities:**

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:**

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 and projects.

Values of quality, aesthetics, etc., are based upon the parameters of the assignments, the instructor's judgment of the work produced, the effort employed, and the total result achieved. To receive full credit, all assignments must be submitted on time.
Finale grade will be based upon the college’s grading policy and will consist of:

- 15% Class Attendance and Participation
- 17% Project 1: Foundations
- 17% Project 2: Text and Logo
- 17% Project 3: Vector Raster Combinations
- 17% Project 4: Vectors for Motion
- 17% Final Project

Student Grade will be determined per the following scale below:

**A:** 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 93% accuracy.

**B:** 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 83% accuracy.

**C:** 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.

**D:** 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.

**F:** The grade of “F” will be earned by students who do not demonstrate achievement.

**Academic Integrity Statement:**

Mercer County Community College is committed to ensuring the full participation of all students in all activities and programs. 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. [https://mlink.mccc.edu/omb/OMB210.pdf](https://mlink.mccc.edu/omb/OMB210.pdf).

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.