



DIGITAL ILLUSTRATION

M+W 9-10:50am HFAC314

INSTRUCTOR: Z Comer, Associate Professor of Art
OFFICE: HFAC 311 | 740-376-4694
HOURS: T+TH 2pm - 4pm or by [appointment](#)
CONTACT: enz001@marietta.edu | c: 517-366-1667

Class Description:

This illustration course is focused on expanding creativity through the process of ideation and visualization. Students will build upon previous skills to explore more in depth ways of making professional quality illustrations in a variety of fields including: advertising, editorial, sequential, and experimental approaches. Emphasis will be placed on process, research, and the production of portfolio quality pieces. Students will explore a variety of traditional and digital techniques while developing critical thinking and problem solving skills.

PRE-REQS: ART101: Drawing 1, AND GRPH201: Software for Design, or by instructor approval

Class Objectives:

In this course, the student will:

- plan, schedule, and track their time from ideation to completion;
- learn the process of creating a finished illustrated work from brainstorming, to thumbnails, to mock-up, to final deliverable;
- develop specialized drawing skills that can be applied in the fields of illustration and graphic design;
- apply rendering techniques for achieving effective visual representation in illustration;
- apply illustrative composition techniques to depict light, shadow, color, and form;
- create a visual-verbal connection between the content and the image using traditional and/or digital media;
- modify, enhance, and deliver digital illustrations;
- develop the beginnings of a personal illustration style based on research and visual language;
- analyze projects through critiques, oral presentations, and discussions

Institutional Learning Outcomes:

- Artistic Literacy: Development of Concept
- Artistic Literacy: Quality of Collaboration
- Artistic Literacy: Quality and Scope of Analysis
- Artistic Literacy: Quality of Critical Response
- Communication: Responsiveness To Purpose
- Communication: Application of Disciplinary Conventions
- Communication: Quality of Delivery
- Critical Thinking: Explanation/Communication of Issues

REQUIRED MATERIALS FOR CLASS:

32GB Mac-formatted External Hard drive or Jump Drive: You will use this to save your work. 32GB is recommended for this class, as you will be creating high resolution digital files and you will be asked to save iterations and variations of your works. PUT YOUR NAME ON IT! (lost drives are not an excuse for late or missing work)

Cloud Storage: In addition to having your files stored on your external hard drive you will also be asked to backup projects and works on the cloud. This way in the event of losing or damaging your hard drive you still have access to your files. I use Google Drive and it is free for up to 10GB. Beyond that you pay a monthly fee. Other options include Dropbox, Amazon Cloud and the Microsoft OneDrive (which is free if you use your Marietta email). You can use any you like.

Sketchbook: Small 5x7 or 7x10 spiral bound sketchbook will be perfect for this class. You will take notes, draw ideas, and do class exercises in this book, so choose one with at least 100 pages in it. Make sure it is small enough that you won't have any issue carrying it around, but large enough that you can work on ideas and thumbnails no problem. You are welcome to work digitally if you prefer.

Digital Drawing Tablet: This course will have a digital component and as such you will need to have a drawing tablet for this course. Everyone will be assigned a Wacom One digital tablet. It will be yours to use all semester. You will be responsible for taking care of it: do not lose the stylus, nibs, cords, or box! You can opt out of using your Wacom One tablet if you have your OWN tablet that is compatible with the computers in the classroom.



RECOMMENDED MATERIALS FOR CLASS:

Pens, Pencils & Drawing Tools: You will need to have something to draw with every class. That is REQUIRED. However what you use is up to you. I recommend the following types of pens, pencils, and drawing tools:

- **PENS:** Any permanent ink pens will work, but brands that are trusted and create quality pens at various nib and brush sizes include:
 - Kuretake Bimoji Pen Set
 - Pentel Brush & Nib Pen Set
 - Micron Pen Set
 - Staedtler Pen Set
- **PENCILS:** Mechanical or standard is fine, choose what you like. I use both with regularity and my favorites include:
 - Mechanical Pencils - Any brand is fine, it is more important to choose the right kind of lead. 0.5mm or 0.7mm lead sizes are recommended. The 0.7mm leads are thicker, which is better for people who tend to press hard on the pencil when writing. However the 0.5mm lead is more precise and gives finer lines. I would suggest either size in an HB lead.
 - Traditional Pencils - The best pencil on the market in my opinion is the Dixon Ticonderoga #2 Pencil in HB. I prefer the black casing because the eraser is latex free which provides a cleaner use.

Art Eraser: You will most likely need additional erasers for this class, and there are many options. A kneaded gum eraser can be a great choice, but I recommend MOO brand erasers. They are tough, erase clean, and produce less “boogers” to clean off your page.

Small Colored Pencil Set: 12 or more is suggested. Any brand is fine, if you’d like a higher end brand suggestion let me know.

Small Watercolor Set: 8 to 12 colors in a small cake watercolor set is fine. I am happy to make brand recommendations if you would like.

Paint Brush Set: 6 to 12 paint brushes in varying sizes. OR A single refillable water-brush will work as well



Attendance Policy:

Attendance is required and will be taken at each class. Missing a class and having to catch up is more difficult, therefore your class presence is emphasized and graded to encourage daily attendance and participation.

- Each class is worth five (5) points
- Three (3) points if student is tardy
- Zero (0) points if student is absent
- More than 4 absences can result in a lowering of your final semester grade by one full letter
- More than 5 absences can result in a failing grade for the semester

When you miss class, you cannot simply “make up” what you miss. I mean that the interactions that happen in class are crucial and while some work can be done remotely, the connections, conversations, and feedback that happen in the studio are invaluable to your success and cannot be replicated outside of the classroom milieu. Additionally, I do not want to be in a position where I have to determine whether or not your absence is “excused”. So, I don’t have excused absences in the class. Each class session is assigned a point value, and if you miss the class, you miss the points. Period. However, this is not like paid time off...you cannot bank your days and then skip two weeks at the end of the semester because you know you’ll get a good grade. Attendance is mandatory. Show up and do the work.

That being said, I’m not a monster (at least not all the time) and I understand life happens. People get sick, there are religious holidays and family emergencies, and other school-sanctioned activities. If you know in advance you will need to miss class you are responsible for contacting me and letting me know with as much lead time as possible. If something comes up last minute, please email me and let me know you won’t be in class. Just like you wouldn’t just not show up to work, I ask that you treat your classes with the same respect. I will do my best to work with you on attendance related matters, but my policy is non-negotiable.



IF YOU MISS CLASS:

You are responsible for any material you miss during your absence. Figuring out what you miss when you’re absent is your responsibility. No Cap. Do not ask me what you missed, or expect me to re-teach the lesson because you were absent. Rather, contact a friend in the class, check the syllabus, or Moodle, and make sure you come to the next class session ready to rock and roll. Absences do not excuse you from assignments and due dates, so my advice is do not skip class if you are behind on a project, it will only set you further behind. Instead, communicate with me about what you are struggling with so I can help you.

Missed Class Time Due to Co-Curricular Events or Religious Observances:

Classes missed due to participation in college-sponsored co-curricular events or college-recognized religious observances are considered excused absences provided appropriate procedures are followed. The student must notify the instructor at the earliest possible time before the absence and arrange to make up missed work as defined by the instructor's syllabus.

The co-curricular activity must be a performance, professional meeting, athletic contest, or College-approved field trip to be considered an excused absence. Field trip leaders should seek approval from their supervising Cabinet officer if students will be missing class. The religious observance must appear on the College's calendar of religious observances in order to be considered an excused absence. If it does not, an excused absence can be granted only if the student requests special permission from the Dean of the Faculty.

An excused absence allows the student to make up exams or quizzes given during the absence, or to reschedule oral presentations. It is the responsibility of the student to get notes from the class and to compensate as much as possible for the absence. It is also the student's responsibility to work with the instructor in determining an appropriate time for make-up assignments. Students must recognize that many classroom and laboratory activities cannot be replicated and that absences may be detrimental to their performance.

Absences for Medical and/or Mental Health Reasons:

The staff in the Center for Health and Wellness (CHW) is committed to reinforcing the important role that class attendance plays in student academic success. To this end, faculty will receive notice from the CHW only if the staff has evaluated a student and determined that the student should not attend class, for their own well-being and/or the well-being of the other members of the class. This communication will occur via email, and students will be notified that they are responsible for arranging any make-up work with their instructors.

If a student suffers from a chronic condition that leads to absence from class, the student must have presented documentation to Kristin English, Assistant Director for Disability Services, on the 3rd floor of Andrews Hall. Mrs. English will determine appropriate accommodations and will notify the student's instructors of those accommodations, including guidance on requests for make-up work for absences related to the chronic medical or mental health condition.



COURSE STRUCTURE

Critique:

An important part of this course is practicing the art of critique. The capacity to make articulate presentations and offer explanations for your choices is a fundamental skill. Equally important is your ability to give constructive responses to your peers' work. It is a requirement of this course that you participate fully in these group conversations. As a member of the student body and classroom community, you have an obligation to speak candidly, honestly, and without unnecessary "prompting" so that your unique ideas can enrich the class. Because of the collective aspect of the critique, it is mandatory that your work be presented on time, so that the critique covers the widest possible breadth of work, and we can offer feedback to all the students in the class.

In this class we will have multiple deadlines for pre-productions steps in our projects. These deadlines will often include small in class critiques for feedback and work-shopping. Additionally, we will have digital Work In Progress critiques which will take place virtually on FlipGrid. These are mandatory and will impact your grade on your projects.

Homework + Deadlines:

Homework and lab time outside of class meeting times are a REQUIRED part of this course. You should budget approximately 3-5 hours a week for homework/studio work for this course alone. Some weeks will have less work required outside of class, while others may need a little more. Ultimately, it is your responsibility to exercise good judgment and time-management to stay caught up with the assignments for this course. Homework and studio-time is mandatory. If you are unable to commit the time you will not successfully pass this course.

In this course we will be working to replicate the experience of professional freelance illustrators. As such you will receive assignments and project briefs with multiple deadlines and deliverables.

Many of these assignments and exercises will be multi-staged with staggered deadlines for various parts of the project. These deadlines are *absolute*. If you are having issues managing your time, ask for advice on how to balance your responsibilities better. Do not wait until it's too late. Late assignments will be deducted 10% for one day and 30% for one week. Assignments later than 1 week past the deadline will receive a failing grade. **ZERO EXCEPTIONS.**

RULES

Lab Policy:

The Hermann Computer Lab (Room 314) is to be used by students taking classes in the Art Department who require computer facility use. Please do not remove items from the lab (books, disks, trimming or binding materials). No food or drink is permitted in the computer labs. If you bring food or drinks into the lab I will take it from you and eat it (or make you throw it away). Watch for signs posting each semester's lab hours. The lab is available when no classes are in session in the lab. Please be courteous and honor lab hours.

Phone & Internet Usage:

You will be using computers and software during class time regularly. You will be asked to log on to the Moodle site during class. However, to ensure you stay on task do not log on to any social media sites or your email. Also, do not use your phone. It should be on silent and put away. IF you are found on your email, social media, or phone, I will be very annoyed.

I will call you out and embarrass you in front of your peers. If it happens more than once I will ask you to leave and count you as absent. Bet.

Work In Class Days:

Work time may be provided during class time. This time is a privilege and will be used for ART 360 assignments ONLY. This is not a chance to check your email or work on another class. You need the time, I promise you. Use it wisely.

Contacting Z:

If you need to reach me outside of class hours, please do so via my Marietta College email address: enz001@marietta.edu. I will respond to emails promptly between the hours of 9am and 5pm Monday through Friday. If your message reaches me outside of those hours, I will do my best to get back to you quickly, but may not be able to respond until the next business day. Just like you wouldn't knock on my office door at 3am and expect me to respond, nor should you email me at 3am with a question about class. Boundaries, kittens. They matter! :) You can also come by my office during my open office hours listed on the syllabus. If you need to schedule another time to meet with me, please use my [Calendly](#) link to schedule a time. I'll do my best to meet with you whenever you need me!

Academic Honesty:

All work submitted in this class is expected to be your own. All work submitted in this class is expected to be completed during this semester. Unless stated otherwise for a specific assignment, designs produced in other classes will not be accepted. Dishonesty within the academic community is a very serious matter, because dishonesty destroys the basic trust necessary for a healthy educational environment. If you are found to be academically dishonest, it can result in a failing grade on the project, a failing grade in the course, or expulsion from the College.



SUPPORT

Students With Disabilities:

Any student needing accommodations due to a documented disability should notify me and the Academic Resource Center (Andrews Hall, Third Floor, 740-376-4700) at the beginning of the semester for further instructions.

Crisis Support:

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the semester are encouraged to contact The Dr. J. Michael Harding Center for Health and Wellness (740-376-4477) for assistance, support and advocacy. This service is free and confidential.

PROFESSIONAL PRACTICES

This class requires a heavy workload of outside of class time, coupled with juggling multiple deadlines, projects, and smaller assignments. Organization will be very important this semester. I will do my best to bring in strategies to help you if this is a new way of working for you, however I can only help you if you are willing to put in the work.

For much of the class I will play the role of the art director or creative director, and I will treat you like professional freelance artists I've hired for jobs. Deadlines, deliverables, and professionalism will be important aspects of all projects this semester. If you struggle with time management, please reach out early and often to get help and support.

The end result will be 3-5 strong portfolio quality works that you can use to book jobs and build a book of clients in various areas of illustration. I promise the hard work will be worth it!



Professional Artist: Anna Daviscount



Professional Artist: James Yang

GRADING & ASSESSMENT

You will receive an assignment sheet for each in class exercise and assignment. Your book projects are outlined in detail in the book. The assignment sheets will detail the specific requirements for that assignment and will include a rubric for assessment. All grades will be assessed based on the parameters of the assignment sheets. Each project will have a point value assigned to it. Points are attained by following directions and meeting the requirements/expectations of each assignment.

Class Grading - Points Breakdown:

Class Attendance (28 classes x 5 points each) = 140 points

PROJECTS (4 total x 100 points each) = 400 points

Project 1: Editorial Illustration

Project 2: 50 Items Illustration

Project 3: Children's Book Cover + Spread

Project 4: Celebrity Portrait

Famous Illustrator Presentation = 40 points

Dream Portfolio = 40 points

Art Journal Assignments (8 total, 15 points each) = 120 points

Homework Assignments = 115 points

Discussion Posts = 145 points

Grade Scale:

| | |
|----|------------|
| A+ | 990 - 1000 |
| A | 910 - 989 |
| A- | 900 - 909 |
| B+ | 890 - 899 |
| B | 810 - 889 |
| B- | 800 - 809 |
| C+ | 790 - 799 |
| C | 710 - 789 |
| C- | 700 - 709 |
| D+ | 690 - 699 |
| D | 610 - 679 |
| D- | 600 - 609 |
| F | 0 - 599 |

1,000 POINTS TOTAL

Assessment of Course Work:

Many of these assignments and exercises may be multi-staged with staggered deadlines for various parts of the project. These deadlines are absolute. If you are having issues managing your time, ask for advice on how to balance your responsibilities better. Do not wait until it's too late. Late assignments will be deducted 10% for one day and 30% for one week. Assignments later than 1 week past the deadline will receive a failing grade. **ZERO EXCEPTIONS.**

Craft:

Craft is described as the quality of your finished piece. This may apply to a digital file, as well as a printed and mounted project. Craft WILL be graded on ALL projects.

- Digital Files: line quality, placement, alignment, layer naming, organization and file naming.
- Physical Projects: print quality, cutting quality (no jagged edges), cleanliness, mounting quality (smooth with no gaps or flapping corners).

File Submission:

You are required to submit all of your project/homework digital files (to Moodle) in addition to submitting the physical projects (when applicable).

While it may seem confusing, it is an important step for a variety of reasons, including:

- Instructor requires the digital files for grading and reference (future student examples).
- Attention to the details of submission is an important habit to develop in the digital age. In the profession, failing to follow the exact specifications (requirements) can be catastrophic and result in failed deadlines, high costs, and poor client feedback. Therefore, it is important that students pay attention to file naming, file management, and submission requirements.

Each of your assignments must be printed/turned in/uploaded at the beginning of class on the assigned due date—this does **NOT** mean you can upload the file after class has officially started or try to print at the beginning of class.

Class Attendance:

5: Present in class; arrived on time

3: Tardy to class or leaving class early (More than 15 minutes late to class results in an absence)

0: Student is absent

PROJECT OVERVIEW



Project 1: Editorial Illustration

Students will select a published article, new headline, or journal publication on a topic relevant to their interests. After reading through their selected source, students will create a spot illustration to accompany the publication. They must develop a stylized illustration that matches the tone of the text, plans for space, and includes the original text or headline in the final design. The illustration should be designed from their perspective or lived experience.

Institutional Learning Outcomes

Artistic Literacy: Development of Concept

Communication: Responsiveness to Purpose

Critical Thinking: Explanation/Communication of Issues



Professional Artist Example: Emma Hanquist

Project 2: 50 Items Illustration

Students will illustrate a complex art piece that has 50 different and distinct items included in the frame. This project requires students to think carefully about emphasis, hierarchy, and space division as well as rendering technique and overall tone of the final piece. The subject matter, medium, and style are all completely up to the student. .

Institutional Learning Outcomes

Artistic Literacy: Development of Concept

Communication: Responsiveness to Purpose

Communication: Application of Disciplinary Conventions



Professional Artist Example: Erin Zerbe-Comer



P14-15
 "And then what does God do?"
 "He forgives us. It's like these sparks, rising from our fire, into the night and disappearing. For him, it's over and done."
 "God doesn't remember the next morning? Or the next week?"
 "Nope. For him, it's like we have been washed clean. It's like we're starting fresh!"
 "That's cool of God."
 "Yes, it is. It's one of the many reasons we can be glad that God gave us prayer."



Professional Artist Example: David Hohn

Project 3: Children's Book Cover + Spread

In this assignment students are asked to create an illustration spread and cover for a children's book manuscript. The students are paired with Ben Cromwell's Creative Writing students and must work collaboratively to design and illustrate the text provided.

Institutional Learning Outcomes

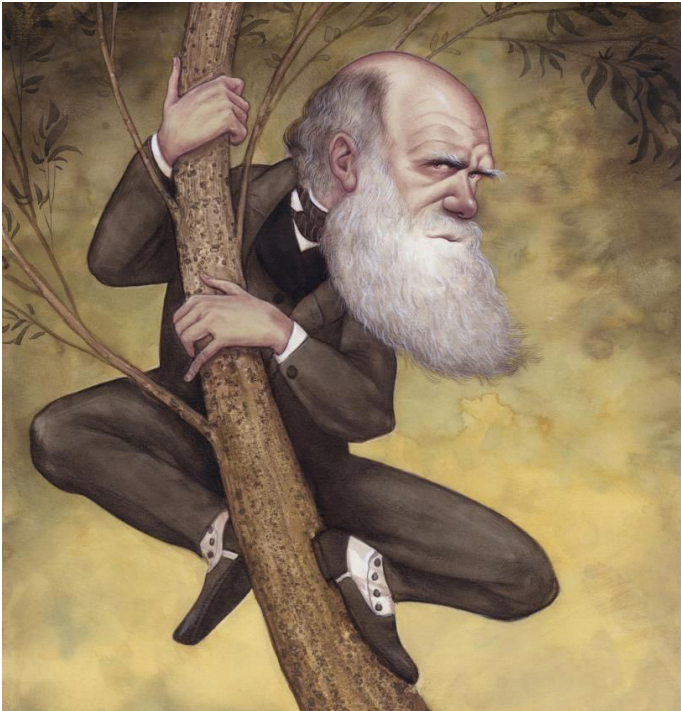
- Artistic Literacy: Development of Concept
- Communication: Responsiveness to Purpose
- Communication: Application of Disciplinary Conventions
- Artistic Literacy: Quality of Collaboration
- Artistic Literacy: Quality and Scope of Analysis
- Artistic Literacy: Quality of Critical Response

Project 4: Celebrity Portrait

Students are asked to choose a famous person (living or deceased) and research an interesting or little known fact about them. Based on that factoid, students must design a portrait which illustrates the celebrity and the information that they discovered during their research. Final pieces must be presented professionally in a finished portfolio.

Institutional Learning Outcomes

- Artistic Literacy: Development of Concept
- Artistic Literacy: Quality of Critical Response
- Communication: Responsiveness To Purpose
- Communication: Application of Disciplinary Conventions
- Communication: Quality of Delivery
- Critical Thinking: Explanation/Communication of Issues



Professional Artist Example: Anita Kunz

Art Journal Assignments

Over the course of the semester students will create 8 art journal assignments that explore creative techniques, new skills, and concept development. The assignments are designed to scaffold both skills and conceptual thinking and will culminate in a supplemental portfolio of illustration work.

Institutional Learning Outcomes

Communication: Responsiveness to Purpose

Communication: Quality of Delivery

Artistic Literacy: Quality and Scope of Analysis

Artistic Literacy: Quality of Critical Response



Professional Artist Example: Jeffery Thomas

Dream Portfolio

This semester long project asks students to compile a list of 20 images by professional artists that inspire them. After creating their "dream portfolio" students must do a compare/contrast study of their work against the professionals, then choose 2-5 images to study in a master copy. The goal is focused on developing a clearer style and fleshing out new skills.

Institutional Learning Outcomes

Communication: Responsiveness to Purpose

Communication: Quality of Delivery

Artistic Literacy: Quality and Scope of Analysis

Artistic Literacy: Quality of Critical Response

Communication: Application of Disciplinary Conventions



Master Copy Example: Kenard Pak

Famous Illustrator Presentation

Students will choose a professional illustrator from a curated list spanning a wide variety of time frames, mediums, and styles. Each student will be asked to research their illustrator and create a presentation highlighting their work and their contributions to the field of illustration.

Institutional Learning Outcomes

Communication: Responsiveness to Purpose

Communication: Quality of Delivery

Artistic Literacy: Quality and Scope of Analysis

Artistic Literacy: Quality of Critical Response



Professional Artist Example: NC Wyeth



COURSE SCHEDULE

Week 1 : **M: Class Introduction**

Introduction & Syllabus

Wrong-handed portraits activity

Lecture: Don't Be Scared to Make Bad Drawings

HOMEWORK:

Reading: "What Is a Bad Drawing"
from Lynda Barry's Syllabus PDF on Moodle
1 Hour Doodling - Art Journal #1

W: Style + Approach In Illustration

Discuss HW + Reading

DEMO: Setting up the Wacom Tablets + Saving to Microsoft OneDrive

Lecture: Pro vs. Amateur Artwork Examples

In Class Tablet Practice: Pressure Sensitivity and Brushes (Gestures)

Thumbnails Intro - Basics + Examples

HOMEWORK:

-Thumbnail Marathon - 50 thumbnails
-Choose Illustrator + Sign Up for Presentation Time
-Look at Assignment sheet for Project #1
-FlipGrid #1: Style Inspiration

Week 2 : **M: Introduction to Project #1 - Editorial Illustration**

Show & Tell - 3 Best Thumbnails from the exercise (and the number)

Dream Port FlipGrid Discussion

Lecture: Finding Your Style (examples from pro illustrators)

Lecture: Introduction to Editorial Illustration

Illustration PROCESS + Examples

In Class DEMO - How to Scan

Review Homework

HOMEWORK:

-Choose Article for P1
-Brainstorm + Mind Mapping
-Art Journal #2 P1: Blind Contours
-Dream Portfolio Part 1

W: Creative Compositions

CC Lecture #1: Things to Avoid/Practice when thumbnailing

DEMO: How to Scan/Edit Line Art for Digital Colors

DEMO: Painting Basics in Photoshop #1

HOMEWORK:

- Art Journal #2 P2: Blind Contours w/Digital Colors
- 25 Thumbnails for P1

Week 3 M: Choosing the Moment

Lecture: Choosing the Moment

DEMO: Mock Ups + Keywords

DEMO: Painting in Photoshop - Value, Color, & Blending Modes
Work In Class Time

HOMEWORK:

- Create 3 Mock ups w/keywords and descriptions
- Watercolor Blobs exercise
- Bring in 3 scan-able textures

W: Mock Up Crits + Photoshop Practice

Round Robin Mock Up Crits (socially distanced)

DEMO: Working with Textures + Color

In Class Tablet Practice: Layering Textures

Work In Class Time: Editorial Illustrations

HOMEWORK:

- Art Journal #3 Watercolor Blob Drawings
- FlipGrid #2: WIP Crits Project #1

Week 4 M: Work In Class Time

Individual Check Ins w/Z + Work In Class Time

DEMO: Saving Artwork + Portfolio Presentation
for Spot + Main Illustration

HOMEWORK:

- Continue working on P1

W: Introduce P2: 50 Items Illustration

Lecture: Intro to P2 - 50 Items

Lecture: Tangents, Planning Space, Emphasis & Hierarchy

Work In Class Time

HOMEWORK:

- Finish P1
- Brainstorming, Mind-mapping + Visual Research for P2

Week 5 M: Project #1 Critiques + References in Illustration

Small Class Crits - Project #1

DEMO: Using Layers, Reference, & Organization Techniques in Your Art
Start thumbnailing for P2

HOMEWORK:

- Find Examples of well organized illustrations and examples of overly busy or complicated illustrations
- 15 Thumbnails for P2

W: Light + Color in Digital Illustration

Review and Revise Thumbnails for P2

DEMO: Light & Color - Digital & Traditional Approaches

HOMEWORK:

- Art Journal #4: Digital Lighting Challenge
- 3 Mockups for P2
- FlipGrid #3: Good or Bad Busy?

Week 6 M: Balancing Style + Clarity

Lecture: Balancing Detail and Clarity

In Class Discussion: FlipGrid #3 Continued

Individual Check Ins - Mock up feedback

HOMEWORK:

- Continue working on P2
- Art Journal #4

W: Work In Class Day

Art Journal #4 Due

Work in class time

HOMEWORK:

- FlipGrid #4: WIP Crits for 50 Items

Week 7 M: Introduce Project #3: Children's Books

Lecture: Children's Books, Comics, Storyboarding

Picture Book Anatomy

Reading Children's Books - In Class Activity

HOMEWORK:

- Art Journal #5: Portfolio
- Project 2 due next class

W: Guest Speaker - Ben Cromwell

Guest Lecture: Stories and Pictures for Children

Week 8 : M: Workshop Day

Visual Research for Children's Books
Teams work together to workshop ideas

HOMEWORK:
-Thumbnails for P3 due next class

W: Character Design + Consistency

Lecture: Character Design
Introduce Art Journal #6: Fan Art

HOMEWORK:
-Enlarged Thumbnails for P3
-Art Journal #6
-FlipGrid Discussion: Favorite Children's Book

Week 9 : M: Visual Development for Film & Animation

Lecture: Visual Development for Film & Animation
DEMO: Visual Research for Portrait Work
Mockups and Dummy Books for Children's Books

HOMEWORK:
-Brainstorming for P4
-Mockups for P3

W: Introduce Project 4: Celebrity Portraits

Lecture: Balancing Likeness and Style
Choosing an Approach for Portraits

HOMEWORK:
-Thumbnails for P4
-Revised Mockups for P3
-Email Art Director/Editor using format

Week 10 : M: Professional Practices - Time Management

Lecture: Time Is Your Most Important Asset
Individual Check-Ins with Z (P3, P4)
Work in class time

HOMEWORK:
-Time Audit (week long project)
-Dream Portfolio (parts 3 and 4)

W: Professional Practices - More On Time

Lecture: Time Management = Money and Skill
Work in class time

HOMEWORK:
-Mockups for Project 4
-Time Audit due next class

Week 11 M: Professional Practices - Creative Habits

Lecture: Creative Habits that Professional Artists Practice
Class Discussion - Time Audit
Time Blocking Exercise

HOMEWORK:

-Revised Mockups for P4
-Author Notes for P3
-Time Blocking Exercise

W: Professional Practices - How to Get Freelance Work

Class Discussion - Time Blocking
Lecture: Freelancing in Illustration
Introduce Art Journal #7: Self-Promotion Postcard
Individual Check-Ins

HOMEWORK:

-Art Journal #7: Postcard
-Work on P3 and P4
-FlipGrid Discussion: Building Your Contact List

Week 12 M: Professional Practices - The Business of Illustration

Lecture: Getting into the Business
Work In Class Time

HOMEWORK:

-Work on P3 and P4

W: Professional Practices - Self-Promotion

Lecture: Self-Promotion
Introduce Art Journal #8: Final Portfolio
Work In Class Time

HOMEWORK:

WIP Crits for P3 and P4
Art Journal #8: Final Portfolio

Week 13 M: Workshop Day

Individual Check Ins with Z
Work In Class Time

HOMEWORK:

-P3 and P4 due next class

W: Final Critiques - P3 + P4

In Class Critiques

HOMEWORK:

Art Journal #8: Final Portfolio
Dream Portfolio

FINALS WEEK 4.26 Final Portfolios DUE

COLLEGE POLICIES

COVID & ATTENDANCE:

Students should not attend class if they have a fever of 100.4°F or greater, are ill, or are experiencing multiple COVID-19 symptoms. In order for these absences to be excused, the student must contact the Center for Health and Wellness (CHW) for evaluation (call 740-376-4477 or e-mail healthandwellness@marietta.edu). CHW will be using telemedicine as the first step to provide timely and physically distant evaluations. In-person appointments at CHW will be scheduled for hands-on assessments and testing on an as-needed basis.

The Center for Health and Wellness will notify instructors if they have evaluated a student and feel that the student should not be attending classes in person, for whatever reason and for whatever period of time they specify. They will also indicate if the student should be attending classes virtually instead.

If the student is evaluated by someone other than CHW and the student or the other health care provider shares documentation with CHW that the student should not be attending classes in person, CHW will also notify instructors of the student's absence, along with information about when the student is expected to return to classes, and whether the student should be attending class virtually, if the documentation provided makes that recommendation.

If a student chooses to share documentation from a non-CHW provider directly with their instructors, the instructor will determine whether to excuse the student's absence or not, and for what period of time, based on the documentation provided. In those instances, the instructor will also determine whether to excuse the student's absence from attending class virtually, and for what period of time, based on the documentation provided.

In keeping with their obligation to protect a student's right to privacy, CHW will not share the reason a student should not be attending classes (in person and/or virtually) without the student's authorization.

If a student suffers from a chronic condition that leads to absence from class, he/she must have presented documentation to Kristin English,

Disability Services Coordinator and OAA Program Support. Mrs. English will determine appropriate accommodations and will notify the student's instructors of those accommodations, including guidance on requests for make-up work for absences related to the chronic medical or mental health condition.

Absences for Medical and/or Mental Health Reasons:

The staff in the Center for Health and Wellness (CHW) is committed to reinforcing the important role that class attendance plays in student academic success.

Mask Policy:

In response to the best available science and current guidance from the Centers for Disease Control and Prevention, every student must wear a mask or other cloth face-covering that covers their nose and mouth while in this classroom and other instructional areas. Students who do not have a mask will be asked to leave the classroom and only return when they follow this basic public health recommendation. Following this simple, science-based guideline will help ensure the safety of the entire Marietta College community. The Marietta College community views the adoption of these practices as a mark of good citizenship and respectful care of fellow classmates, faculty, and staff.



Academic Dishonesty:

Dishonesty within the academic community is a very serious matter, because dishonesty destroys the basic trust necessary for a healthy educational environment. Academic dishonesty is any treatment or representation of work as if one were fully responsible for it, when it is in fact the work of another person. Academic dishonesty includes cheating, plagiarism, theft, or improper manipulation of laboratory or research data or theft of services. A substantiated case of academic dishonesty may result in disciplinary action, including a failing grade on the project, a failing grade in the course, or expulsion from the College.

Documented Disabilities:

Students who believe that they may need accommodations due to a documented disability should contact the Academic Resource Center (Andrews Hall, Third floor, 376-4700) and the instructor as soon as possible to ensure that such accommodations are implemented in a timely manner. You must meet with the ARC staff to verify your eligibility for any accommodation and for academic assistance.

Campus Labs—Beacon:

Marietta College is committed to student success and engagement. Beacon by Campus Labs is a program that helps students stay on track by directing them to campus resources specific to their individual needs. Beacon also provides a way for faculty and staff to connect and collaborate, ensuring the student receives all the support he or she needs to be successful at Marietta College. Attendance records and academic updates may be reported in Beacon.

Health and Wellness:

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the semester are encouraged to contact the Dr. J. Michael Harding Center for Health and Wellness (740-376-4477) for assistance, support and advocacy. This service is free and confidential.

Notice of Non-Discrimination:

Marietta College is an equal opportunity educator and employer that values diversity. In our educational, admissions and employment policies, scholarship and loan programs, and athletic and other activities, Marietta College does not discriminate on the basis of age, race, color, national or ethnic origin, disability, sex, gender identity, gender expression, sexual orientation, religious affiliation, veteran status, or any other protected status.

Responsibility for coordination of compliance efforts and receipt of inquiries concerning Title VI of the Civil Rights Act of 1967, the Age Discrimination Act of 1975, and the Americans With Disabilities Act of 1990 (the latter related to employee concerns only) has been delegated to: Debra C. Evans, Director of Human Resources, (740) 376-4835, dce001@marietta.edu.

Responsibility for coordination of compliance efforts and receipt of inquiries concerning Section 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act of 1990 (the latter related to student concerns only) has been delegated to: Kristin English, Disabilities Specialist/504 Coordinator, (740) 376-4467, thomask@marietta.edu.

Responsibility for coordination of compliance efforts and receipt of inquiries concerning Title IX of the Education Amendments of 1972 (gender-based discrimination and harassment) has been delegated to: Richard Danford, Title IX Coordinator, (740) 376-4899, danfordr@marietta.edu.