

illustration

GDES 3311/5311 Spring 2020

Sec. 001, 3 Credits,

Prerequisite: GDES1311, 1000 Level drawing course, or permission.

Instructor: John Owens

Office: Room 346

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Office Hours: T/Th 10:30-11:30

McNeal Hall Studio 262

Tuesday/Thursday 8:30–10:25 a.m.

Final: Fri. May. 8 – 10:30 a.m.

this workbook belongs to:

Course description and objectives

Illustration is alive and well though its use and relative importance is changing for designers. This course looks at two aspects of illustration for the contemporary graphic designer: **image making**—*Assignments*; by hand, or digitally for use in design projects, and **design ideation**—*Workbook*; the skill of mapping out ideas and expressing thoughts visually.

The course will give the student an appreciation for scope, meaning, techniques, and use of contemporary illustration in design and also look at its historical use. As well as emphasizing hand drawn marks, and drawing methods, concepts will be expanded to include collage, photography, and digitally produced and altered drawing that the student wishes to explore. Drawing will be emphasized as a creative process that can be used in conjunction with a design project and can also be used in a freestanding way for the development of design projects and to help stimulate design thinking. Projects will engage students in developing processes and formulating responses to creating an individual approach to image/design. As a class, students will develop group relationships in outcomes as designer, art director, and illustrator in a working group scenario.

This course will also be a vehicle for those students wanting the opportunity to evolve an aspect of their undergraduate and graduate thesis research in a image-making direction to enhance their thesis level graphic design production and research, and allow them to utilize their drawing, image-making, and design ideation skill sets.

Learning outcomes

One of the seven student learning outcomes based on University standards for all courses, “**effective communication**” is an essential outcome for designers in the world of visual communication, along with understanding, creating, and utilizing concepts for a variety of mediums and formats to illustrate, or “make clear,” the message.

- Multiple forms and strategies for exploring means of creating imagery as a designer/illustrator.
- How to use the illustration process, including information about hiring, and learning how to manage professional relationships.
- How to use drawing in the process of development in communicating through ideation.
- Further development of “craft knowledge” (design writer Lorraine Wild writes: “Craft knowledge, though hard to get, achieves the status of a skill once it is taken for granted and not re-thought every time it has to be put into use. It’s instinctual.”).
- Increased confidence, experience, and expertise with hands-on, and digital “making” and design materials, and understanding how these can be used in the design process.
- Seamlessly blending digital and non-digital, traditional and non-traditional image-making technologies, and experiencing the way these influence design and color use.

Release of Work Statement

Students understand that enrollment in this course grants consent for their work to be selected for inclusion in college or departmental publications (online or in print). Your instructor may select to use your work to represent her/his skills as an instructor in a teaching portfolio (online or in print).

Class Format

Class periods will be made up of lecture, demonstration, discussion time, studio work time, large group/small group assignments, field trip, reviews of work, and guest speakers.

Attendance Policy:

Daily attendance is mandatory. You are expected to be in class on time, with all materials to work with for the duration of the period. If you do not have proper/requested materials on any day, or you are not in the studio during the entire scheduled time, you may be counted absent. Roll will be taken the first few minutes of class. If you are tardy you will be marked absent. *You are responsible for notifying your instructor of your late arrival.* NOTE: Failure to do so may result in an absence being recorded which *cannot be changed at a later date.* **Four tardies will equal one absence.** These will be calculated for final grades.

You are allowed only **two** absences. Any absence beyond that may or may not be excused. You are still responsible for and are expected to complete the work missed during these days and making the deadline. If the work is not completed within the limit set by the instructor, the absence will not be excused in regard to your final grade. Each unexcused absence beyond two will result in a letter being deducted from your final grade (i.e., A to B). An excused absence is one in which there is a medical or family/personal emergency which prevents you from attending, and for which you should have written/printed documentation to give the instructor. It is recommended you SAVE the dates for emergencies only.

Required and Recommended Materials

There is no specific book for this course, but required readings/research will be assigned. Access to **Pinterest** is highly recommended for research and class examples. Various traditional drawing tools (pencils, pens, paper, etc.), access to computer, digital printouts, sketchbook, various papers, 3-ring binder, and optional materials such as watercolor, gouache, newspaper and magazines, glue, color paper etc. depending on individual needs as they arise.

Department Grading Standards – <http://policy.umn.edu/education/gradingtranscripts>

- A - Outstanding. Represents significant achievement that is outstanding relative to the level necessary to meet course requirements.
 - B - Good. Represents achievement that is significantly above the level necessary to meet course requirements.
 - C - Satisfactory. Represents achievement that meets requirements in every respect.
 - D - Unsatisfactory. Represents achievement that even though it fails to fully meet the course requirements is worthy of credit.
 - F - Failing. Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.
- Grades and project grades can be accessed via our Moodle page for this course.

(Note: Graduate students enrolled in 5311 will be held to a higher standard of work overall)

Participation, Workload, and Returning Assignments

Follow instructions, and meet deadlines. Class participation in critiques, general class discussions, and studio work habits may be considered as part of your overall grade. You are required to complete all in class and out of class assignments, and you will also be asked to hand in all preliminary sketches, sources, etc. Work will take place in mandatory work periods within class time, but *mostly outside of class studio time*—from four to twelve hours per week outside of class time (in addition to the four hours of class contact time). Materials for in-class work are required. Assignments must be turned in on time. Missed deadlines for project development will also be counted against the project grade, and will not be reversed. Graded assignments will be returned before the next assignment is due.

Grading Late Work

Work must be handed in on due dates. Late work will not be accepted unless there are serious medical or emergency (see below*) issues. Project revision may be allowed per semester (except for final assignment) but must be discussed and approved by instructor prior to the submission. Revision grades will not be open to letter grade above a “B+.”

Policy for Missed Exams and Extra Credit Options:

Not applicable to this course.

*Make up Work for Legitimate Absences

If there are serious medical or family considerations, late work and/or absences will not result in reduction of grade if properly documented. Please see: <http://www.policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>
It is important though, to keep the instructor informed and up to date *beforehand*.

Weekly Schedule Overview (*may be revised during semester given class needs*)

- 1. Week One through Four** (Role of Illustration-Identity): Analysis, Process, and Research
“Warm up” assignment: methods, approaches, and techniques and tools demos and exploration based on five roles of illustration. Overview of illustration practices, history, relationships, business etc – ongoing.
- 2. Week five through seven** (Informative):
Effectively communicate one of the following; directions, information.
- 3. Week eight through eleven** (Commentary): Interpretation, Concept, and Visual Metaphor
Using an editorial or article, create a conceptual response/interpretation to addressing and communicating specific content as a visual metaphor.
- 4. Week twelve through fifteen** (Persuasion): **Extended Group Project**
The final project for the semester has students working together. A model assignment will be given involving each student in a different role (Art-director/Designer, Illustrator) to explore the process of working with, and for others. Group roles may vary given number of students. This project will be assessed on a written response and critique from each team member, along with the successful completion by each student of the project role.

Reference List:

- Pricing and ethical Guidelines, *Graphic Artist Guild*
- Inside the Business of Illustration, by Marshall Arisman and Steven Heller– optional
- Illustration: A Theoretical and Conceptual Perspective, by Alan Male
- An Illustrated Life: Drawing Inspiration from the Private Sketchbooks of Artists, Illustrators and Designers by Danny Gregory
- Scientific Illustration: A Guide to Biological, Zoological, and Medical Rendering Techniques, Design, Printing, and Display by Phyllis Wood
- One Drawing A Day: A 6-Week Course Exploring Creativity with Illustration and Mixed Media by Veronica Lawlor

Coursework Originality

Sketching concepts and connecting themes across coursework can be a great learning tool. However, an assignment produced for a class (such as 3311) may not be turned in (twice) for another grade in a different course, or vice versa. This course looks at contemporary and historical examples of for inspiration on style, technique, and medium but in no way condones copying or plagiarizing another’s work.

Access:

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact their instructors early in the semester to discuss their individual needs for accommodations. This syllabus is available in alternative formats upon request.

University Policies:**Personal Electronic Devices in Classroom**

<http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

Use of laptops is encouraged when their use is an appropriate learning aid, but the instructor may restrict or prohibit the use of personal electronic devices in the classroom, lab, or any other instructional setting.

Use of Class Notes and Materials:

<http://policy.umn.edu/Policies/Education/Education/CLASSNOTESSTUDENTS.html>

The faculty of the University encourages students to take and share notes in their classes, laboratories, and the many other instructional settings in which they participate as they pursue their education at the University. Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. The faculty recognizes that collaborative note-sharing and discussion helps students learn.

Schoolastic Dishonesty and Student Conduct Guide

See policy: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

Sexual Harrassment

See policy: <http://policy.umn.edu/hr/sexualharassment>

Statement on Climate of Inclusivity

You are expected to be attentive during class, ask questions if you do not understand something, and to offer your opinion. You are also expected to listen respectfully to other students and to me when speaking. The University of Minnesota is committed to providing a safe climate for all students, faculty, and staff. All persons shall have equal access to its programs and facilities without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation. Racism, sexism, homophobia, classism, ageism and other forms of bigotry are inappropriate to express in this class. Reports of harassment are taken seriously, and there are individuals and offices available for help.

or refer to http://regents.umn.edu/sites/regents.umn.edu/files/policies/Equity_Diversity_EO_AA.pdf)

I will happily honor your request at any point to address you by your correct name, gender pronoun, or any other manner you would like to be referred. If you like, I will also instruct class members to do the same. Please advise me of how you would like to be referred to in class.

Academic Freedom and Responsibility:

See policy: http://regents.umn.edu/sites/regents.umn.edu/files/policies/Academic_Freedom.pdf

Availablility of Disability and Mental Health Services:

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact the DRC at 612-626-13333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

For additional information please visit: <https://diversity.umn.edu/disability/>

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via

www.mentalhealth.umn.edu or contact Counseling/Consulting Services at 612-624-3323.

Academic Services:

If you would like additional help, please contact one of the offices listed below.

Student Writing Support: <http://writing.umn.edu/sws/index.html>

Student Academic Success Service: <http://www.uccs.umn.edu/>

Plagiarism:

As defined by the Office of Community Standards, plagiarism shall mean representing the words, creative work, or ideas of another person as one's own without providing proper documentation of source. Plagerism is a serious offense in academia and is not tolerated by the College of Design. It is the responsibility of the students to understand the standards and methods of proper attribution and to clarify with each instructor the standards, expectations, and reference techniques appropriate to the subject area and class requirements, including work and internet use.

The College of Design holds students accountable to the standards set forth in the Student Conduct Code regarding plagerism. Students are encouraged to seek out information about reference methods from instructors and other resources and to apply this to all submissions of academic work.