**EASTERN ARIZONA COLLEGE**  
**Illustration I**  
Course Design  
2018-2019

**Course Information**

<table>
<thead>
<tr>
<th>Division</th>
<th>Fine Arts</th>
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<tbody>
<tr>
<td>Course Number</td>
<td>ART 216</td>
</tr>
<tr>
<td>Title</td>
<td>Illustration I</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Developed by</td>
<td>Jeff Henley</td>
</tr>
<tr>
<td>Lecture/Lab Ratio</td>
<td>0 Lecture/6 Lab</td>
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<tr>
<th>Transfer Status</th>
<th>ASU</th>
<th>NAU</th>
<th>UA</th>
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<tr>
<td></td>
<td>Elective Credit</td>
<td>VC Departmental Elective</td>
<td>ART 266</td>
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<tr>
<th>Activity Course</th>
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<tbody>
<tr>
<td>CIP Code</td>
<td>50.0400</td>
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<tr>
<td>Assessment Mode</td>
<td>Portfolio</td>
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<td>Semester Taught</td>
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<td>GE Category</td>
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<td>Separate Lab</td>
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<tr>
<td>Awareness Course</td>
<td>No</td>
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<tr>
<td>Intensive Writing Course</td>
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**Prerequisites**
None

**Educational Value**
Essential to the art student wanting to learn about illustration for the use of graphic design.

**Description**
Exploration of varied techniques, styles, and media for illustration. Development of skills; emphasis on highly finished work.
Supplies
Inexpensive portfolio or some other device for carrying work between home and school
Rags
Straight-edge razor blade
Pencil for sketching (Any #H)
Gum eraser & vinyl eraser
Colored media of your choice (recommended: watercolors, sumi brush, colored pencils)
Black & white media, i.e., lithographic crayon, black conte, scratchboard
Illustration board (80) or specialty papers
Poster board or matte board for each project
Any media with which you'd like to experiment (possibilities discussed in class)
512 Mb jump drive or larger
3-ring binder (to contain weekly syllabus & assignments)

Competencies and Performance Standards

1. Identify basic principles of graphic design.
   Learning objectives
   What you will learn as you master the competency:
   a. Develop basic conceptual thinking skills in graphic design.
   b. Use basic graphic design vocabulary in visible language.
   c. Use an effective design process.
   d. Develop sensitivity to the subtle relationship between content and form.
   e. Identify and define design objectives and client goals.
   f. Explore a variety of illustrator styles processes.
   g. Examine how type and image can be brought together to clearly convey a chosen concept or idea.
   Performance Standards
   Competence will be demonstrated:
   o in class during a verbal critique
   o in presentation by student of his/her own work
   o in successful completion of instructor assigned exercises
   Criteria - Performance will be successful when:
   o learner develops basic conceptual thinking skills in graphic design
   o learner acquires basic graphic design vocabulary in visible language
   o learner uses an effective design process by creating an illustration and initial sketches
   o learner differentiates among the four elements of design
   o learner weighs alternatives
   o learner exhibits technical mastery
   o learner chooses the best solutions to problems
2. **Demonstrate effective design process.**

*Learning objectives*

*What you will learn as you master the competency:*

a. Prepare a series of differing thumbnail sketches for an illustration piece.
b. Prepare complete roughs from thumbnails.
c. Prepare comprehensive following a completed rough, in pencil.
d. Indicate display and text type on a comprehensive.
e. Prepare a design solution to a given problem using primarily abstract shapes.

*Performance Standards*

*Competence will be demonstrated:*

- in class during a verbal critique
- in presentation by student of his/her own work
- in successful completion of instructor assigned exercises

*Criteria - Performance will be successful when:*

- learner prepares a series of differing thumbnail sketches for an illustration piece
- learner prepares complete roughs from thumbnails
- learner prepares comprehensive following a completed rough, in pencil
- learner indicates display and text type on a comprehensive
- learner prepares a design solution to a given problem using primarily abstract shapes

3. **Present work to class and critique others.**

*Learning objectives*

*What you will learn as you master the competency:*

a. Discuss stages of work from concept; thumbnails to final design.
b. Communicate to class using art terminology.
c. Judge validity of suggestions made by others.
d. Justify work.
e. Critique other’s work.

*Performance Standards*

*Competence will be demonstrated:*

- in class during a verbal critique
- in presentation by student of his/her own work
- in successful completion of instructor assigned exercises

*Criteria - Performance will be successful when:*

- learner discusses stages of his/her own work from concept, thumbnails to final design
- learner communicates to class using art terminology
- learner is willing to judge the validity of suggestions made by others
- learner justifies his/her own work
- learner critiques other’s work
**Types of Instruction**
Lecture
Classroom Participation

**Grading Information**

**Grading Rationale**
Portfolio evaluation
Student may choose to receive a grade or pass/fail.

**Grading Scale**
A  100-90%
B  89-80%
C  79-70%
D  69-60%
F  Below 60%
P  100-70%