

ART 3255C: Honors Introduction to Illustration, 3 credits

HA 104

Prerequisite: None

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Course Description:

Central to the art of storytelling is a well-designed image. Nonverbal compelling illustrations grab all of our creative imaginations. As a beginning level class, Honors Introduction to Illustration introduces students to basic techniques that promote visual communication. Class work exercises and assignments include the use of traditional media (graphite, watercolor, gouache, acrylic, ink) to create graphic images. Through out the term, a wide range of book illustrations and animated illustrations are viewed. Furthermore, to gain a deeper understanding of what makes a good illustrative image, films and documentaries pertaining to well-known illustrations and illustrators are screened and analyzed, then discussed in written form. For a more immersive understanding connected to the relationship between visual and written text, it is highly recommended (though not required) that students simultaneously schedule this course with a humanities class in creative writing, literature, poetry or history.

Each student is required to place his/her visual and written information in a Visual Illustration Process Journal (VIPJ). By the end of the semester, this journal is to contain a detailed record of illustrations and other visual information recorded on subjects observed and created through out the semester. Students should keep their journals with them at all times, since it will eventually become a valuable guide and resource for further, and potentially, future study. At the end of the course each illustration shall be included in a digital portfolio that is recorded on a DVD and then placed in a designed DVD case that is submitted to the instructor.

Honors Distinction:

This course contributes to the Honors College curriculum as it is designed to fit into an interdisciplinary curriculum in the liberal arts and sciences that includes team taught courses and courses that emphasize critical thinking and writing across the disciplines. It differs substantially from the non-Honors version, since the writing component of the course will be much more demanding, and will prepare students for work on their professional portfolios and their Honors Thesis. Students will be exposed to vocabulary of a specifically theoretical nature, and will be expected to comprehend these new concepts and to deploy these new terms in their own critical thinking and writing in relationship to their visual works. Most importantly, this course will reflect the interdisciplinary nature of Honors education and will inculcate critical attitudes and skills that will teach you how to learn for yourself.

Required Text:

Lee, Robert (2015) *Perspective Made Easy: A Step-by-Step Guide*, Impact Publishers

Salisbury, Martin (2004) *Illustrating Children's Book: Creating Pictures for Publication*, Barron's Educational Series

Shulevitz, Uri (1997) *Writing with Pictures: How to Write and Illustrate Children's Books*, Watson and Guphill

Seve, de, Peter (2010) *A Sketchy Past: The Art of Peter de Seve*, Editions Akileos

Suggested Text

Lear, Linda (2016) *Beatrix Potter: A Life in Nature*, St. Martin's Griffen

Zach, Emily, Linda Lear, Eleanor Taylor, and Steven Heller (2016) *The Art of Beatrix Potter: Sketches, Paintings, and Illustrations*, Chronicle Books

Learning Goals:

By the end of this course students are expected to:

1. Master the fundamental illustration skills needed for the creation of detailed and accurate visual illustrations
2. Experiment with and learn about the use of various dry and wet media in the creation of illustrations
3. Gain an appreciation for the various illustrations both past and present
4. Develop a strong portfolio of illustrations

Grade Assessment:

Visual & Written Assignments, Class Participation, Performance, and Attendance

With grading there is no distinction made between art majors, art minors or non-majors. Discussion papers of assigned readings and student assessments of their artworks are also graded. There may be a quiz if it is determined that students are not remaining current with the assignments. Supplemental materials in the form of project guidelines outlining each project will be provided.

Letter Grade	Number Grade
A	95-100
A-	90-94
B+	87-89
B	82-86
B-	79-81
C+	76-78
C	65-75
C-	60-64
D	50-59
F	0-49

Visual Component - Project Assessment: 40%

Drawing, Illustration, Visual Illustration Process Journal (VIPJ), Powerpoint & Presentations

The assessment of each illustrated assignment, whether by the instructor or by the student, is primarily based on the demonstrated and applied knowledge gathered from course content, external research, observational studies, workshops, presentations and readings. Includes, though not limited, to the following:

- Accuracy of visual representation
- Mastery of technical tools and illustrative techniques
- Overall improvement of submitted work over the course of the semester
- Visual assignments handed in on time

Point reduction based on projects not completed by the assignment due date

Projects not completed by the assignment due date: lowered by 10 points*

Projects submitted 1-week after the assigned deadline: lowered by 20 points**

Projects submitted 2-weeks after the assigned deadline: lowered by 40 points***

After the 2nd week the project assignment will not be accepted resulting in a point grade of (o) zero****

Written Component: 40%

Reading and writing assignments in this course encourage critical thinking and analysis of historical and current theories, issues, and ideas concerning illustration. Each written assignment, whether a blog posting or paper with questions, provide students with the opportunity to apply what they have observed

and read to their understanding of the world of illustration and design to the creative developmental stages of their ideas, concept development, and their visual execution.

- Student assessments, instructor assessments, plus discussion papers &/or on-line blog/journal

About the Visual Illustration Process Journal (VIPJ) & Blog

The Visual Illustration Process Journal (VIPJ) & Art Blog are used as visual records of the student's graphic illustrations, preliminary ideas, creative thoughts, and recorded experimentations. Used as an extension of observational learning the VIPJ & Blog contain an outline of the step-by-step processes of the work involved in creating the final illustration. In each stage the viewer gains an understanding of the ways in which the creative process was developed from inception to completion. Dates are recorded.

Illustrations, digital images, sketches or other ways of image making are included in this journal. Print outs that relate to technical aspects of the creation of the artwork are included in the VIPJ & Blog.

Students are encouraged to take copious notes on principles of design, the nature of mark making and theoretical notations on color. This recorded information is to be included in a powerpoint presentation that the class will view at the end of the semester. Digital images of all the completed illustrations, of the final powerpoint presentation, reference photos, pdfs of blog postings (or word documents) are to be placed on a CD-R or DVD and submitted to the instructor. Be sure that your name, date, title of the class & name of the instructor is included on the DVD and the external cover.

Point Reduction - Written Project Assignments not completed by the due date

Projects not completed by the assignment due date: lowered by 10 points*

Projects submitted 1-week after the assigned deadline: lowered by 20 points**

Projects submitted 2-weeks after the assigned deadline: lowered by 40 points***

After the 2nd week the project assignment will not be accepted resulting in a point grade of (o) zero****

Class Participation: 20%

- Class participation means coming to class having completed the assigned visual project, the student art assessment, and assigned readings. It also means being prepared to ask and answer questions on artworks, artists, and art theories viewed, read or discussed. It also may mean working in small groups during these discussions and participating in student centered group critiques. Class participation is looked on as a vital part of student learning and engagement and therefore is graded. Lack of class participation in class discussions will result in the lowering of your grade by 20%.

Attendance Policy

- **Regular attendance is not only expected, it is graded.** All students are expected to come to class, be on time, and have assignments completed. Every **absence after 3** will result in the lowering of the overall grade by 10%. Six absences will result in a grade of "D" after 8 absences a grade of "F" is earned.
- 4 absences = highest grade is a B+
5 absences = highest grade is a C+
6 absences = highest grade is a D
8 absences = automatic failure (Note: 8 absences is equivalent to 4 weeks which is 1 month of study)

NOTE: Students are responsible for arranging to make up work missed due to legitimate class absence, such as illness, family emergencies, military obligations, court-imposed legal responsibilities or University-approved activities. Reasonable accommodations will be made for students participating in a religious observance. An email must be sent to the instructor with regards to the emergency or any

reason for missing of class time. Paperwork verifying illness, family emergencies, military obligations, and court-imposed legal responsibilities needs to be submitted to the instructor upon return to the class.

Absences due to University-approved activities

Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical theater performances (in which the student is involved), and debate activities. Remember, an email must be sent to the instructor with regards to any reason for missing of class time.

The Honors College Academic Honor Code

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

http://www.fau.edu/divdept/honcol/academics_honor_code.htm

http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

Policy on Accommodations

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodation due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. <http://www.osd.fau.edu>

<http://www.osd.fau.edu/Rights.htm>

Counseling and Psychological Services (CAPS) Center: Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling>

Class Room Etiquette

University policy on the use of electronic devices states: "In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and pagers, are to be disabled in class sessions." Without the expressed permission of the instructor, class lectures and discussions are prohibited, and maybe subject to disciplinary action under the FAU Student Code of Conduct, Regulation 4.007; the FAU Code of Academic Integrity, Regulation 4.001; or Honors College Honor Code. Unless otherwise expressly permitted by the instructor, permission to record class lectures or discussions applies exclusively to the individual student who receives such verbal and written permission from the instructor whose class is being recorded. The recording may not be replicated, accessed, posted on the internet or utilized by or made available to any other student or individual without the permission (written and verbal) of the instructor. Students who request recording of class lectures or discussions under the American with Disabilities Act/SAS must contact SAS to obtain permission of such accommodations. In all cases, once the course is completed, any and all recordings made are to be immediately returned to the instructor. This policy remains subject to existing policies, procedures, and regulations of FAU, all of which shall continue to apply. This policy is not intended to address recordings or videos taken by the faculty or FAU officials.

Food & Drink in the Classroom is Prohibited

The consumption of foods or drinking of beverages is prohibited in the visual art lab & computer lab spaces! There are designated areas assigned on campus for the consumption of meals. For the purpose of safety the visual art and computer lab spaces are intended as designated clean spaces in which to create work for the purposes of educational

academic study.

Digital and Electronics in and outside of the Classroom

Students are encouraged to bring digital and other electronic devices to class for the sole purpose of creating art images, and taking notes. With this understanding, students are to remember that this is a time for working towards completing class assignments and not viewing your email, texting, watching non-class related on-line videos, checking facebook or any other form of non-academic activity. Abuse of such a privilege may lead to banning these items from the classroom.

Semester at a Glance

Week 1: Class introduction & Welcome

Review of syllabus with class discussion of the course requirements

Workshop: Introduction to tools used in illustration

Big Idea Questions: What image compels the reader to pause, stop and pick up a book or magazine or read an article? How do illustrations shape the overall tone or understanding of the contents of a book, article, or magazine?

Readings: Perspective Made Easy: A Step-by-Step Guide; Writing with Pictures: How to Write and Illustrate

Children's Books

Weeks 1 & 2:

- Exploring various art materials: paints, papers, inks, graphite, colored pencils, scratch board, etc
- Viewing, Understanding & Exploring the Uniqueness & Importance of Individual Style

Note: As you begin to search for what creative making ideas are possible in this expansive field, you are required to research various types of book, novel and short story illustrations in order to gain a deeper appreciation of the concept of illustration.

Weeks 3 & 4: Project One – Folktales or Fairytales

Day 1 From Charles Perrault's *Tales of Mother Goose* to Jacob and Wilhelm Grimm's Fairytales, you are asked to create a sequential series of illustrations for a folktale or fairytale that you choose. Media: Graphite, Pen & Ink, & Gouache or Watercolor

Day 2 Illustrating continued. Discuss color, tonal value, texture, composition, placement & mood in your work

Readings: Introduction, Chapters 1 – 3 in Writing with Pictures: How to Write and Illustrate Children's Books

Blog Posting 1 Due

Day 3 Illustrating continued.

Day 4 Illustrating continued.

Blog Posting 2 Due

Readings: Chapters 4 – 7 in Writing with Pictures: How to Write and Illustrate Children's Books

Weeks 5 & 6: Project Two - Short Story - Create an illustration for children

Day 1 Some of the most intriguing stories begins with and sometimes end as a short story. Discover or revisit a short story for which you will create an illustration or series of illustrations that feature the contents of the written text.

Class Discussion.

Media: Graphite, Pen & Ink, & Gouache or Watercolor

Day 2 Create an illustration for 'tweens' or young adults

Readings: A Sketchy Past: The Art of Peter de Seve

Blog Posting 3 Due

Day 3 Create an illustration for adults

Day 4 Class Discussion & mini-critique.

Blog Posting 4 Due

Readings: A Sketchy Past: The Art of Peter de Seve

Weeks 7 & 8: Project Three – Poetry Retold or Nursery Rhymes

Media: Graphite, Pen & Ink, & Gouache or Watercolor

Day 1 Class Discussion.

DGLemeh ART C: Honors Introduction to Illustration

Day 2 Illustrating continued

Readings: Complete reading, *A Sketchy Past: The Art of Peter de Seve*

Blog Posting 5 Due

Day 3 Illustrating continued

Day 4 Illustrating continued

Blog Posting 6 Due

Mid-term – Class Critique of Projects 1, 2 & 3

Weeks 9 & 10: Project Four – A Novel Idea

Explore a new idea for a Novel Jacket cover or illustrate the contents of one familiar to you

Media: Graphite, Pen & Ink, & Gouache

Day 1 Class Discussion.

Day 2 Illustrating continued

Readings: Introduction and Chpts. 1 -3 in *Illustrating Children's Book: Creating Pictures for Publication*

Blog Posting 7 Due

Day 3 Illustrating continued

Day 4 Illustrating continued

Blog Posting 8 Due

Readings: Chpts. 4 – 8 in *Illustrating Children's Book: Creating Pictures for Publication*

Weeks 11 – 13: Final Illustration, Project Five – The Play: Act One: Scene One

Illustrate any play

Media: Graphite, Pen & Ink, & Gouache or Watercolor

Day 1 Class Discussion.

Day 2 Illustrating continued

Readings: Complete *Illustrating Children's Book: Creating Pictures for Publication*

Blog Posting 9 Due

Day 3 Illustrating continued

Day 4 Illustrating continued

Day 5 Illustrating continued

Day 6 Class Discussion & Group Critique

Blog Posting 10 Due

Weeks 14 - 15

Final Presentations - Class Discussion & Group Critique

Final Powerpoint Presentations of all project assignments due

Turn in DVD w/Case containing all materials for assessment

Students will need the following:

- Mixed Media Journal Blank book of 50 to 80 pages
- Portfolio Binder (professional carrying case) <http://www.dickblick.com/categories/portfolios/>
- Painting brushes (Round & Flat) Kolinsky Sable brushes: Winsor & Newton #7 series; Da Vinci Maestro series 10 or 35; Raphael series 8404
- Drawing/painting surfaces (Vellum, illustration board & paper, tracing paper & drawing paper)
- Pigments/paints (watercolor, gouache & ink)
- Paper towels and/or cloth
- Colored Pencils (Derwent or Prismacolor, Verithin, Faber-Castell or Cran d'Ache)
- Graphite pencils (6B, 4B, 2B, H, 2H, 4H, 6H)
- Pencil sharpener, Sandpaper Block
- Ruler (12" or 18")
- French Curves (Helix, C-Thru, Alvin) & Protractor
- Scissors
- Knead Eraser & White Eraser
- Storage/carrying box for materials; i.e.: Tackle box or art carrying case
- 4G to 8G flash drive

Items that are highly or just recommended but not required:

- Laptop or iPad – Recommended but not required

Art Stores & other on-line sources

Dick Blick Art Materials: www.dickblick.com

Daniel Smith: www.danielsmith.com

Jerry's Artarama: www.jerrysartarama.com

Michael's Art & Craft Store: www.michaels.com

Pearl Paint: www.pearlpaint.com

Utrecht: www.utrechtart.com

Bibliography

Buford, Bill (2009) *Walton Ford: Pancha Tantra*. Taschen America

De Bray, Lys. (1997) *The Art of Botanical Illustration: The Classic Illustrators and Their Achievements from 1550 to 1900*. Knickerbocker Press

Gomrich, E.H. (1995) *Art and Illusion: A Study in the Psychology of Pictorial Representation*, London: Phaidon Press

Itten, Johannes. (1984) *The Art of Color*, rev. ed. New York: Van Nostrand Reinhold

Swan, Ann. (2010) *Botanical Portraits with Colored Pencils*. Barron's Educational Series

Zelinsky, Paul, and Mary Pat Fisher. (2009) *Color*, 6th ed. Englewood Cliffs, NJ: Prentice -Hall