



ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only

- New Course
- COR Revision 11/13/2008
- COR Update
- Pre Req/Advisories 11/13/08
- Other Changes 11/13/08
- Effective Date
- SLO 4/14/2008

COURSE SUBJECT & NUMBER: DM 205

COURSE NAME: *Digital Illustration (formerly CG 205, Computer Illustration)

COURSE UNITS: 3 **COURSE HOURS:** 4 hours weekly

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

Corequisite: Concurrent enrollment in DM 205L

Advisory: Completion of DM 101, and Eligibility for READ 099

Instructional materials fee required for this course and must be paid at registration.

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description.)*

This course is an introduction to the basic principles and practices of commercial illustration exploring the computer as a medium. Students are exposed to the skills needed to produce assignments that focus on current industry standards. Projects incorporate creativity and conceptual problem solving in illustration as a means of communicating ideas. Traditional illustration skills and theories are presented as they relate to digital media with an emphasis on composition, line, perspective, tonality, color, expression, storytelling, typography, and design. **BEFORE ENROLLING** students should have a basic knowledge of the Mac OS and Adobe Photoshop. (CSU, AVC) **(R2)**

COURSE OBJECTIVES: *(Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation.)*

Upon completion of course, the successful student will be able to:

1. Define terms commonly used in the commercial illustration industry.
2. Apply specifications to illustrations used in print, film and electronic output.
3. Identify final output and select color, format, and resolution for successful production.
4. Demonstrate basic skills in Adobe Photoshop® and Adobe Illustrator® as they relate to the production of computer-generated illustration.
5. Apply traditional illustration theories and techniques to illustration assignments as they relate to the computer as a medium.
6. Plan and design illustrations based on project specifications.
7. Create illustrations that convey the intended idea to the target audience.
8. Critique illustrations based on project criteria and standard compositional and design theories.

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COURSE CONTENT: *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Title 5 requires that each instructor must cover all material listed below.)*

I. Traditional illustration skills and theories related to the computer as a medium

Scanning images, digital drawing tablets, computer drawing tools in industry standard software, drawing and painting techniques.

II. Color theory

RGB/CMYK/Spot, Pantone® ink, primaries, secondaries, harmony, complimentary, analogous, triad, monochromatic, split complimentary, hue/value/saturation; warm/cool, tints, duotones, mood.

III. Production

Raster/vector, physical size, resolution, file formats, color management, color model, gamut, ICC profiles, dot gain, proofing.

IV. Elements of design

Composition, light and shadow, line, balance, center of interest, repetition, placement and division, harmony, contrast, rhythm, alignment, texture, emphasis.

V. Storytelling

Perception, expression, emotion, embellishment, target audience, communication and message, imagery/symbolism, propaganda/persuasion.

VI. Software applications and hardware

Adobe Illustrator®
Adobe Photoshop®
Computer work stations

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TYPICAL HOMEWORK ASSIGNMENTS: READING, WRITING, COMPUTATIONAL, OTHER

This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a “Model Outline” in the AP&P Standards & Practices handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:

Weekly reading from suggested texts on current lecture topics.

2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:

N/A

3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:

N/A

4. Describe other types of homework assignments that students may be asked to complete; note if any are required:

Practice with software, hardware, and related equipment.

Create progressively more complex projects as skills are increased throughout the semester.

Create a body of related works as a final project.

5. Describe those critical thinking skills that are derived from assignments listed above; be sure that they reflect course objectives.

Students will critique other student’s work based on the success of project criteria and standard compositional and design theory. Students will determine when to use appropriate tools, software and equipment based on project criteria.

6. For categories 1-4, describe the estimated time per week it would take a student to complete homework assignments. Title 5 uses the Carnegie formula for establishing units using a 2:1 ratio as follows: 1 hr. lecture = 2 hrs .homework; 2 hrs. lecture = 4 hrs .homework; etc. For example: reading textbook—2 hours; writing reports—3 hours.

Reading: 1 hour

Writing: N/A

Computational: N/A

Other: 5 hours

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METHODS OF INSTRUCTION: *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, facilitate group work, etc. Do not list specific instructional equipment.)*

Lecture and discussion; Demonstration; Follow-along hands-on demonstration; Audio/Visual materials; Instructor-lead class project critiques and group projects; Self-paced tutorials.

METHODS OF EVALUATION: *(These must be clearly related to course content, assignments, and objectives in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)*

- **Class participation and group critique:** Does the student show knowledge of the project criteria? Is the student an active participant in critiques and discussions?
- **Skill tests on software applications and hardware:** Does the student demonstrate the ability to create the requested projects using industry standard software and hardware?
- **Terminology:** Can the student recall standard industry terminology used in photographic digital imaging?
- **Class and homework assignments.** Can the student meet deadlines and follow the required project specifications?
- **Creative project solutions:** Can the student create entry-level images that incorporate visual techniques and styles that convey the intended idea to the target audience?

Suggested Texts or other Instructional Materials *(list several when possible; include title, author, publisher, date, and latest edition.)*

Bowers, John, *Introduction to Two-Dimensional Design: Understanding Form and Function*, John Wiley & Sons, Inc. New York, Pub. 1999

Eiseman, Leatrice, *PANTONE® Guide to Communicating with Color*, Graftix Press Ltd., Pub. 2000

Loomis, Andrew, *Creative Illustration*, The Viking Press, Pub.1947