Course information:

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1. Course name: Illustration III

2. Department: Design (DES)

3. Number: 321

4. Cluster requirement: Learning Through Engagement

Faculty information:

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5. Name: Laura Franz

6. Email: [LFranz@umassd.edu](mailto:LFranz@umassd.edu)

7. Phone: x9285

Required components:

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8. Master syllabus: [http:///webroots/www.umassd.edu/genedchecklist/holding/5b\_des321ill3learnengagemastersyllabus.doc](http://webroots/www.umassd.edu/genedchecklist/holding/5b_des321ill3learnengagemastersyllabus.doc)

9. Course overview statement:

University Studies Cluster 5B:

Learning Through Engagement

RATIONALE

Illustration 3

DES 321 Illustration 3 satisfies University Studies 5B Learning through Engagement. All sections of the course include an assignment that is a community project for an entity/organization with shared goals with the University. This project meets the objectives of Cluster 5B in the following manner:

1. Students will identify the needs and resources of the communities to which they belong by exploring the means by which they can engage children visiting the New Bedford Public Library to read.

2. Students will apply knowledge and skills gained through academic study to real problems and/or opportunities within their communities by researching the history of READ posters and by creating a series of individual READ posters intended for exhibition in the children section of the library.

3. Students will describe the connections between learning on campus and the issues and needs of broader academic, professional or civic communities through a critique of their problem-solving process, which includes interactions with the library curator and attending children as well as critiques with faculty and peers.

4. Students will articulate the value of engagement to other members of their communities by meeting with children and their parents at an opening reception at the library exhibit, by expressing to them their work’s importance and affect in engaging children’s need to read books, and by receiving from them feedback on their efforts’ eventual success.

10. Signed faculty and chair sponsor sheet: sent separately.

11. Official course catalog description for the course:

COURSE CATALOG DESCRIPTION

DES 321 - Illustration III

3 credits; Cluster 5B

Prerequisites: DES 222

Through specific projects, students are introduced to a wide range of specialized areas within the illustration field. This course includes a project focused on Learning Through Engagement. Students work on a community project in which they identify the needs of the stakeholders, research the communication problem, and present their process and solutions. This course also includes in-depth exploration of concepts for illustrators and surveys of both contemporary illustration and the work of fine artists who have influenced illustration.

DES 321 Illustration 3 Master Syllabus

Course Overview:

Illustration III focuses on the application of narrative, representational and conceptual approaches to problem solving, and the development of a personal style through a set of assignments reflecting the many fields of professional illustration. The semester is comprised of fast-paced, progressively complex assignments reflecting the tight deadlines as well as the conceptual and graphic skills expected of illustrators in a professional environment. These assignments give students the opportunity to apply themselves to a broad range of illustrative fields and have their work occasionally reviewed by art directors in those fields. Students will also complete the Learning Through Engagement Cluster 5B. The Learning Through Engagement assignment will focus on a community project for an entity/organization with shared goals with the University.

Learning Outcomes:

Course-Specific Learning Outcomes

Upon completion of this course, students will demonstrate the ability to:

1. Engage in self-directed research.
2. Solve creative problems, develop a personal vision, create thoughtful and skillfully crafted images.
3. Demonstrate a strong understanding and skillful practice of illustration as applied to different fields in the profession.
4. Produce a body of work suitable for publishing.
5. Present their work and themselves professionally.
6. Use the visual, oral and written presentation skills necessary for a successful connection with their audience.
7. Work proficiently, meet deadlines and fulfill attendance requirements.

University Studies Cluster 5B Learning Through Engagement Learning Outcomes

1. Identify the needs and resources of the communities to which you belong.
2. Apply knowledge and skills gained through academic study to real problems and/or opportunities within their communities.
3. Describe the connections between learning on campus and the issues and needs of broader academic, professional or civic communities.
4. Articulate the value of engagement to other members of their communities.

Examples of Texts and/or Assigned Readings:

* <http://www.societyillustrators.org/>
* <http://www.americanillustration.org/>
* <https://www.graphicartistsguild.org/>
* *Graphic Artists Guild Handbook: Pricing & Ethical Guidelines*
* *Communication Arts, Illustration Annuals, Communication Arts* (ISSN 0010-3519)
* *The Education of an Illustrator;* Steven Heller & Marshall Arisman, Allworth Press, US, 2000
* *Inside the Business of Illustration;* Steven Heller & Marshall Arisman, Allworth Press, US, 2004
* *All the Art That’s Fit to Print, Inside The New York Times Op-Ed Page;* Jerelle Kraus, Columbia University Press, New York, 2009
* *How to Prepare Your Portfolio, A Guide for Students and Professionals* 3rd Edition; Ed Marquand,Art Direction Book Company, 1994

Example Assignment: University Studies Cluster 5B   
Learning Through Engagement

READ Poster

The assignment is to design a child-literacy, or READ poster for display in public libraries and schools. The students’ goal is to first draw the children’s attention and then to make them want to grab a book because it is “cool” to read. Students should identify and use a visual vocabulary children will readily understand, but not talk down to them. Stir their imagination. Dream WITH them.

* The aim of this poster is to motivate viewers aged 7-12 years old to discover the joys of reading fiction. It is intended to be displayed in elementary school libraries, 2nd-7th grade classrooms, and the juvenile section of public libraries.
* Our intention is to have young critics examine the work in addition to your peers and professors. The images will be displayed in the New Bedford Free Public Library as part of an extended exhibition (inviting public, friends and family for a related reception).

*New Bedford Times* Editorial Illustration

In a real-life assignment for the *Standard Times* newspaper, students research the background story for an article involving the New Bedford community, brainstorm through multiple thumbnail sketches, and individually present their finished artwork to the editors of the paper who will then select the most successful image(s) for the cover while printing all others in the inside pages.

These projects meet the objectives of Cluster 5B in the following manner:

1. Students will identify the needs and resources of the communities to which they belong by identifying the needs of the stakeholders (e.g., schools, libraries, newspaper) and the needs of the individuals these entities serve. Students will identify the needs (e.g., understand the area in question that requires an illustration, outline the communication requirements, and so on) as well as resources available for image creation. Project begins with information provided by the community partner to regarding goals and problems associated with the project.
2. Students will apply knowledge and skills gained through academic study to real problems and/or opportunities within their communities by researching and solving a problem posed by the stakeholder. Students apply knowledge and skills developed in Junior-level illustration and drawing classes, as well as Sophomore-level media technique classes and drawing classes to a problem posed by the stakeholder.
3. Students will describe the connections between learning on campus and the issues and needs of broader academic, professional or civic communities through a critique of their problem-solving process, which includes interactions with the stakeholders as well as critiques with faculty and peers. Students will demonstrate their understanding of these connections by articulating their problem-solving process — including what the stakeholders and entities needed and how they used their illustration skills to meet these needs.
4. Students will articulate the value of engagement to other members of their communities by producing a final report of their work (e.g., a final presentation to stakeholders and/or the community, a written final report for stakeholders, an exhibition with a written reflection piece, and so on.) Students will articulate the value of engagement to other members of their communities within the context of this final report.

Sample Course Outline:

Project 1: Alliteration/Children’s Alphabet - Weeks 1–2

* Discuss, analyze, brainstorm, sketch, refinement.
* Work in Studio with individual progress reviews.
* Participate in class critiques.

Project 2: Travel Poster/New Bedford – Weeks 3–4

* Discuss, analyze, brainstorm, sketch, refinement.
* Work in Studio with individual progress reviews.
* Participate in class critiques.

Project 3: Opposites/Shaping Concepts - Weeks 5–6

* Discuss, analyze, brainstorm, sketch, refinement.
* Work in Studio with individual progress reviews.
* Participate in class critiques.

**Project 4: Jungle with a twist/Gouache - Weeks 7 – 8**

* Discuss, analyze, brainstorm, sketch, refinement.
* Work in Studio with individual progress reviews.
* Participate in class critiques.

**Project 5: Comic Book/Global Warming - Weeks 9 – 10**

* Discuss, analyze, brainstorm, sketch, refinement.
* Work in Studio with individual progress reviews.
* Participate in class critiques.

**Project 6: (Learning Through Engagement)**

**The Standard Times/Real-Life Assignment - Weeks 11 - 12**

* Meet with stakeholder.
* Discuss, analyze, brainstorm, sketch, refinement.
* Work in Studio with individual progress reviews.
* Participate in class critiques.
* Final critique by stakeholder.

Project 7: READ Poster - Weeks 13–final

* Discuss, analyze, brainstorm, sketch, refinement.
* Work in Studio with individual progress reviews.
* Participate in class critiques.