



## COURSE OUTLINE

Page layout requires the creator to make critical decisions about the use and placement of text and illustration, balancing the relationship of both into a harmonious whole. Beginning with an overview of the history of sequential narrative storytelling, students will learn to apply storytelling layout to comics, graphic novels and storyboards.

### 1. Instructor Information

|     |               |                               |                    |                |
|-----|---------------|-------------------------------|--------------------|----------------|
| (a) | Instructor:   | Ken Steacy                    |                    |                |
| (b) | Office Hours: | Tuesday & Wednesday 1:30–5:30 |                    |                |
| (c) | Location:     | Young 315E                    |                    |                |
| (d) | Phone:        | (250) 888-2939                | Alternative Phone: | (250) 888-4324 |
| (e) | Email:        | steacy@shaw.ca                |                    |                |
| (f) | Website:      | kensteacy.blogspot.com        |                    |                |

### 2. Intended Learning Outcomes

Upon completion of this course the student will be able to:

1. Describe the historical presence of visual storytelling.
2. Discuss the importance of the language of visual storytelling in diverse cultures.
3. Communicate stories and ideas via the medium of visual storytelling.
4. Apply storytelling layout to sequences for comics, graphic novels, and storyboards.
5. Produce pages for reproduction and publication.

### 3. Required Materials

(a) Texts

COMICS AND SEQUENTIAL ART by Will Eisner  
Norton, ISBN 978-0-393-33126-4

(b) Other: *Please refer to materials supply list*

### 4. Course Content and Schedule

#### VIST 110 VISUAL STORYTELLING

*NB: This course and VIST 130 (TECHNIQUE 1) are closely interconnected, and assignments in VIST 130 will be reviewed in VIST 110, which are to be completed as both CLASSWORK and HOMEWORK*

*All classes start with Show & Tell: students share comics and graphic novels they currently read or have recently discovered with the class, along with a brief analysis of the specific appeal of form and/or content. Please come to each class prepared to share your work and your thoughts and questions from the readings.*

### **Week 1 - September 8**

LECTURE: Introduction to COGR Program and VIST 110 Course with overview of learning outcomes for both, introduction of teacher and overview of career and the industry, with Q&A

DEMONSTRATION: Presentation of slideshow "Visual Storytelling! A Structural Analysis..." placing VIST in historical context dating from over three millennia ago until present day, examining development of the synergistic language of words and pictures

HOMEWORK: Write synopsis of 1 page comic depicting "What I Did On My Summer Vacation" as told by yourself, or your avatar. Bring your work to the next class!

### **Week 2 - September 15**

LECTURE: Description of the fundamental components of Visual Storytelling: the panel, the tier, the grid. Analysis of process, both full script & Marvel Method, and the sequential structural approach of thumbnails, layouts, pencils, lettering, inks, and colour

DEMONSTRATION: Initial process: layouts of same story in three different modes, review layout of 1-pager

CLASSWORK: Refine layout of 1-pager

### **Week 3 - September 22**

LECTURE: Examine mainstream comics, analyze storytelling and discuss relative success or failure of VIST technique in specific pages

DEMONSTRATION: Identify ambiguous, awkward, and just plain bad storytelling and strategize how best to improve narrative structure and flow.

CLASSWORK: Find examples of bad storytelling and re-create a page properly, then present to class and review. Ink 1-pager

HOMEWORK: Analyze favorite comics & graphic novels in terms of narrative structure. Come to the next class prepared to participate in the discussion.

**Assignment #1—1-page comic, is DUE at the beginning of the next class! See attached Grading Rubrics. This assignment is worth 10% of your final grade.**

### **Week 4 – September 29**

LECTURE: Slideshow presentation of the work of influential artist TBA, focus on development of style and storytelling over their career

DEMONSTRATION: Review finished 1-pager

CLASSWORK: Work on layouts of first 8-pager.

HOMEWORK: Research an artist who has influenced you, create a presentation of up to 12 slides with description of their approach to storytelling over time, and their impact on your own development

### **Week 5 – October 6**

LECTURE: Introduction to student's slideshows, with commentary after each presentation

DEMONSTRATION: Review layouts for first 8-pager

CLASSWORK: Present research slideshow to class. Work on pencils for first 8-pager.

### **Week 6 - October 13**

LECTURE: Examination of the use of space to articulate the passage of time in VIST

DEMONSTRATION: Review layouts for first 8-pager

CLASSWORK: Continue work on pencils for first 8-pager

HOMEWORK: Read chapters 1-3 of Eisner's Comics and Sequential Art (C&SA)

### **Week 7 - October 20**

LECTURE: Focus on the panel, its structure and how it informs the contained action, and relates to the tier, page grid, and spread

DEMONSTRATION: Initial review of pencils for first 8-pager

CLASSWORK: Explore differing panel types and practice their application. Work on inks for first 8-pager.

HOMEWORK: Examine favorite comics & graphic novels and identify unique approaches to panel design, read chapter 4 of C&SA

### **Week 8 - October 27**

LECTURE: Expressive anatomy, body language and its function in dramatic storytelling

DEMONSTRATION: Create examples of the above, final review of pencils of first 8-pager

CLASSWORK: Practice drawing examples of the above. Apply tonal values to first 8-pager

HOMEWORK: Research extreme examples of expressive, distorted, and grotesque anatomy, read chapter 5 of C&SA

**Assignment #2—8-page comic, is DUE at the beginning of the next class! See attached Grading Rubrics. This assignment is worth 30% of your final grade.**

### **Week 9 – November 3**

LECTURE: Adaptation of script by writer other than yourself, both full script and Marvel style

DEMONSTRATION: Create examples of the above. Review final artwork for first 8-pager

CLASSWORK: Practice application of adaptation. Work on layouts of second 8-pager.

HOMEWORK: Research writing/lettering styles and how they inform content, read chapter 6 of C&SA

### **Week 10 - November 10**

LECTURE: Application of Visual Storytelling for the purpose of education delivered in an entertaining and engaging manner (Edutainment)

DEMONSTRATION: Create examples of edutainment. Review layouts of second 8-pager

CLASSWORK: Work on pencils for second 8-pager

HOMEWORK: Research edutainment application of Visual Storytelling, read chapter 7 of C&SA

**Week 11 - November 17**

LECTURE: Examination of another culture's approach to visual storytelling with slideshow, ie: Manga, Bandes Dessinées, etc.

DEMONSTRATION: Re-imagine an existing page using the approach of another culture. Review layouts of second 8-pager

CLASSWORK: Create examples of the above, Continue work on pencils of second 8-pager

HOMEWORK: Research Visual Storytelling by other cultures, read chapter 8 of C&SA

**Week 12 - November 24**

LECTURE: Review of C&SA

DEMONSTRATION: Review of pencils for second 8-pager

CLASSWORK: Work on inks of second 8-pager

HOMEWORK: Explore other modes of storytelling, as informed by Eisner's work

**Week 13 – December 1**

DEMONSTRATION: Review inks for second 8-pager

CLASSWORK: Colour second 8-pager

HOMEWORK:

**Week 14 - December 8**

DEMONSTRATION: Initial review of colour for second 8-pager

CLASSWORK: Finish colouring second 8-pager

**Final Assignment: 8-page comic, is DUE at the beginning of the next class! See attached Grading Rubrics. This assignment is worth 30% of your final grade.**

**Week 15 - December 15**

LECTURE: Field trip to IslandBlue Reprographics department, overview of printing technologies, both analogue and digital

**5. Basis of Student Assessment (Weighting)**

*Grading Rubrics are attached*

|                            |            |                            |
|----------------------------|------------|----------------------------|
| <b>One Page Comic</b>      | <b>10%</b> | <b>DUE: September 29th</b> |
| <b>Eight Page Comic</b>    | <b>30%</b> | <b>DUE: November 3rd</b>   |
| <b>Final Assignment</b>    | <b>30%</b> | <b>DUE: December 15th</b>  |
| <b>Class participation</b> | <b>30%</b> |                            |

## 6. Grading System

### Standard Grading System (GPA)

| Percentage | Grade | Description   | Grade Point Equivalency |
|------------|-------|---|-------------------------|
| 90-100     | A+    | Works well above and beyond course requirements!  | 9                       |
| 85-89      | A     | All assignments completed to high degree of finish, responsive to critiques, thoroughly engaged in classroom activities | 8                       |
| 80-84      | A-    | As above, though to slightly lesser degree  | 7                       |
| 77-79      | B+    | All assignments completed, good participation   | 6                       |
| 73-76      | B     | All assignments completed, acceptable participation   | 5                       |
| 70-72      | B-    | As above, though to slightly lesser degree  | 4                       |
| 65-69      | C+    | Some assignments late or incomplete, lack of full participation   | 3                       |
| 60-64      | C     | Some assignments late or incomplete, missed classes, noticeable lack of participation                                   | 2                       |
| 50-59      | D     | Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.   | 1                       |
| 0-49       | F     | Minimum level has not been achieved.  | 0                       |

## 7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

### LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services, or the College web site at [camosun.ca](http://camosun.ca).

### STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services, and the College web site in the Policy Section.

## Grading Rubric for All Assignments

|               | <b>A Range (80 -100%)</b>  | <b>B Range (70 – 79%)</b>  | <b>C Range (60 – 69%)</b>   | <b>D Range (50 – 59%)</b>   |
|---------------|--|--|---|---|
| Thumbnails    | Communicates exceptional understanding of visual storytelling; demonstrates appropriate usage of panels, tiers, page grids, 2-page spreads and overall story structure   | Communicates good understanding of visual storytelling; some difficulty with structural clarity, either specific or overall  | Communicates at least a basic understanding of visual storytelling but work is lacking in cohesive structure, is disjointed or ambiguous        | Visual storytelling is incomprehensible; thumbnails are very rough or incomplete              |
| Layouts       | Demonstrates clear transfer of thumbnails to print-scaled layouts with appropriate editing of sequences  | Transfers thumbnails but may not adequately consider revisions necessitated by up-scaling visual storytelling to print size  | Literal transfer of Thumbnails without sufficient consideration of required revisions   | Poorly transferred Thumbnails without consideration of scaling effect                         |
| Final Artwork | Demonstrates clear transfer of Layouts to full-sized live artwork with appropriate editing of sequences; shows depth of understanding of reproduction constraints and uses media appropriately to ensure fidelity to rendering | Transfers layout well but may not consistently or adequately consider revisions necessitated by up-scaling visual story-telling to full size. Rendering strong and appropriate | Literal transfer of Layouts without sufficient consideration of required revisions. Inadequate application of media for purpose of reproduction | Poorly transferred layouts; no consideration of scaling effect. Poor usage of rendering media |

**Grading Rubric for Classroom Participation**

| <b>A Range (80 -100%)</b>  | <b>B Range (70 – 79%)</b>  | <b>C Range (60 – 69%)</b>   | <b>D Range (50 – 59%)</b>   |
|--|--|---|---|
| <p>Participates actively and enthusiastically in all classroom discussions and critiques; comes to class prepared by doing all assigned readings and homework; brings in comics and graphic novels for Show &amp; Tell regularly; exceeds expectations in presentations and homework assignments</p> | <p>Participates actively in discussions, critiques and Show &amp; Tell; comes to class prepared in almost all cases; shows good effort in presentations and homework assignments</p> | <p>Occasionally participates in discussions, critiques and Show &amp; Tell; adequate effort in presentations and homework assignments</p> | <p>Never or seldom participates in discussion, critiques and Show &amp; Tell; assignments missing, incomplete or poor quality with no sign of research, effort and/or comprehension of the task</p> |