



COURSE OUTLINE

This course is a comprehensive overview of the practice of penciling, inking, and colouring as the foundation of visual storytelling technique. Students will practice sketching in pencil, from the initial thumbnails, through rough layouts, and to finished drawings ready for rendering in ink, and finally in colour.

1. Instructor Information

(a)	Instructor:	Ken Steacy		
(b)	Office Hours:	Wednesday 1-5pm, Thursday 8:30am-12:30pm		
(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. Analyze page layouts to determine the appropriate use of perspective overall and in each panel.
2. Compose layouts to incorporate perspective in ways that reinforce storytelling dynamic
3. Apply one, two, and three-point perspective to the background, structures, objects and figures in layouts.

3. Required Materials

- (a) Text: FUN WITH A PENCIL by Andrew Loomis
Titan Books ISBN 9780857687616
- (b) Other: *Please refer to materials supply list*

4. Course Content and Schedule

VIST 123 PERSPECTIVE DRAWING

NB: This course and VIST 131 (TECHNIQUE 2) are closely interconnected, and assignments in VIST 131 will be reviewed in VIST 123, which are to be completed as both CLASSWORK and HOMEWORK

All classes commence 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, in particular how it relates to the subject at hand

A critical component of classes is the tripartite critique; a critical analysis of assignments by the student, their peers, and the teacher

Week 1 – January 14

LECTURE: Introduction to VIST 123 Course with overview of learning outcomes, assignments and text (Successful Drawing by Andrew Loomis)

DEMONSTRATION: Presentation of slideshow with examples of usage of 1-Point, 2-Point, and 3-Point perspective. Demonstration of perspective structure, importance of establishing horizon and proper placement of vanishing points

CLASSWORK: Practice sample panels using demonstrated technique

HOMEWORK: Examine favorite comics and graphic novels, identify examples of 1-Point, 2-Point, and 3-Point perspective, present to class the following week.

Layouts of first 8-pager (Song Adaptation)

Week 2 – January 21

LECTURE: Examine and analyze examples of form in space, as articulated by use of perspective

DEMONSTRATION: How to draw basic forms in perspective – ball, cone, cube, cylinder, and pyramid

CLASSWORK: Practice drawing basic forms in perspective

HOMEWORK: Pencils of first 8-pager

Week 3 – January 28

LECTURE: Drawing in scale and measuring depth by means of diagonals

DEMONSTRATION: How to space equal and unequal solid forms in perspective
Review thumbnails of first 8-pager

CLASSWORK: Practice drawing in scale, measuring depth, and even division of form

HOMEWORK: Inks of first 8-pager

Week 4 – February 4

LECTURE: Simple projection, the vertical scale, and architectural perspective

DEMONSTRATION: Critique Inks of first 8-pager

CLASSWORK: Practice projection in context of first 8-pager

HOMEWORK: Layouts of second 8-pager (Edutainment)

Week 5 – February 11

LECTURE: Inclined planes in perspective

DEMONSTRATION: Review layouts of second 8-pager

CLASSWORK: Practice drawing inclined planes in perspective

HOMEWORK: Pencils of second 8-pager

Assignment #1—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 6 – February 18

LECTURE: Projection of solids in space

DEMONSTRATION: Review pencils of second 8-pager

CLASSWORK: Practice projection of solids in space

HOMEWORK: Inks of second 8-pager

Week 7 – February 25

LECTURE: The figure in perspective

DEMONSTRATION: Critique inks of second 8-pager

CLASSWORK: Practice drawing figures in perspective

HOMEWORK: Layouts of third 8-pager (Storyboard)

Week 8 – March 3

LECTURE: Projection of figures in space

DEMONSTRATION: Review layouts of second 8-pager

CLASSWORK: Practice projecting figures in space

HOMEWORK: Pencils of third 8-pager

Week 9 – March 10

LECTURE: Figures on inclined planes

DEMONSTRATION: Critique thumbnails of third 8-pager

CLASSWORK: Practice placing figures on inclined planes

HOMEWORK: Inks of third 8-pager

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 10 – March 17

LECTURE: Reflections in perspective

DEMONSTRATION: Critique Inks of third 8-pager

CLASSWORK: Practice reflections in perspective

HOMEWORK: Colouring 8-pagers

Week 11 – March 24

LECTURE: Perspective of shadows

CLASSWORK: Practice Perspective of shadows

HOMEWORK: Continue colouring 8-pagers

Week 12 – March 31

LECTURE: Curvilinear perspective

DEMONSTRATION: Critique colour of first 8-pager

CLASSWORK: Practice curvilinear perspective

HOMEWORK: Colour second 8-pager

Week 13 – April 7

DEMONSTRATION: Critique colour of second 8-pager

CLASSWORK: Preparations for Camosun College Comic Conference

HOMEWORK: Colour third 8-pager

Final Assignment: 8-page comic, is DUE at the beginning of the next class! See attached Grading

Week 14 – April 14

LECTURE: 4C (Camosun College Comics Conference) setup

CLASSWORK: Final Portfolio assembly for 4C

5. Basis of Student Assessment (Weighting)

Grading Rubrics are attached

Eight Page Comic	30%	DUE: February 13th
Eight Page Comic	30%	DUE: March 13th
Final Assignment	30%	DUE: April 10th
Class participation	10%	

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.

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.

ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED

Grading Rubric for All Assignments

	A Range (80 -100%)	B Range (70 – 79%)	C Range (60 – 69%)	D Range (50 – 59%)
Mechanics	Demonstrates strong understanding and practice of selecting appropriate paper to achieve final effect, i.e. plate or vellum finish; accurately places and rules live art area, trim lines and bleed crop marks; proper placement of overlay	Chooses appropriate paper but some area designators are inaccurately or inconsistently placed and/or ruled	Confusion with appropriate paper choice; sloppy placement and rules	No consideration given to paper choice; no evidence of rules
Pencils	Thoughtful choice of pencil hardness range relative to paper selection; strong use of medium to articulate character and composition; erasures are thorough and neat; personal style is evident	Choice of pencil hardness may be ill-considered but medium still used well to establish form; erasures may be incomplete and/or slightly messy	Confusion about appropriate hardness; too light or too heavy-handed application of medium; awkward, inconsistent or vague articulation of form; messy erasures	No consideration given to choice or application of medium; form obscured by inappropriate line weight; no erasures
Letters	Demonstrates strong understanding of requirement for accurate ruling of guidelines and use of Ames lettering guide; careful and legible use of appropriate fonts; balloons and caption well placed; shows creative approach to balloons, borders and sound effects	Clear ruling and letterforms though text may not totally conform to ruled lines; some awkward or misplaced balloons or captions	Poorly ruled and/or lettered text; badly placed balloons or captions	Unruled captions and/or word balloons; inappropriate or illegible fonts; no consideration of placement
Inks	Skillful handling and appropriate choice of inking tools for the chosen surface; shows confident varying or constant line weight as required with pen, marker, brush, etc.; personal style continues to manifest itself	Choice of inking tool may be ill-considered for subject but technique is used well to articulate form for accurate reproduction; some evidence of emergent personal style	Shows form and subject clearly but some uncertainty about selection of tool is evident; heavy-handed application of ink; personal style not yet evident	Awkward, inconsistent or vague articulation of form; no apparent consideration of choice of tool; heavy-handed application of ink
Colours	Demonstrates skillful handling and appropriate choice of dry and wet (transparent or opaque) colouring media and tools for the chosen surface; personal style continues to manifest itself	Technique is used well to articulate form and values but choice of colouring media or tool may be inconsistent and/or ill-considered for subject	Shows uncertainty about selection of media or tool; heavy-handed application of colour; muddy or unclear establishment of values	Awkward, inconsistent or vague articulation of form; no apparent consideration given to tools or media; heavy-handed application of colour

Grading Rubric for Classroom Participation

A Range (80 -100%)	B Range (70 – 79%)	C Range (60 – 69%)	D Range (50 – 59%)
<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 & Tell regularly; exceeds expectations in presentations and homework assignments</p>	<p>Participates actively in discussions, critiques and Show & 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 & Tell; adequate effort in presentations and homework assignments</p>	<p>Never or seldom participates in discussion, critiques and Show & Tell; assignments missing, incomplete or poor quality with no sign of research, effort and/or comprehension of the task</p>