



CAMOSUN COLLEGE
School of Arts & Science
Department of Communications

VIST-111-X01
Character Design
Winter 2018

COURSE OUTLINE

The course description is available on the web @ <http://camosun.ca/learn/calendar/current/web/vist.html>

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

(a) Instructor	Joan Steacy		
(b) Office hours	Thursdays: noon-5pm		
(c) Location	Young 315E		
(d) Phone	250-888-4324	Alternative:	250-888-2939
(e) E-mail	joansteacy@shaw.ca		
(f) Website	joansteacy.blogspot.com		

2. Intended Learning Outcomes

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

1. Design both realistic and exaggerated characters from their imagination.
2. Produce drawings of their characters from memory at any angle.
3. Apply characters to visual storytelling for comics, graphic novels, storyboards, gaming, illustration and animation applications.

3. Required Materials

- (a) Text: FIGURE DRAWING – DESIGN AND INVENTION by Michael Hampton
MHampton ISBN 0-615-27281-9
- (b) Other: *Please refer to materials supply list*

4. Course Content and Schedule

Character Design Schedule

<p>Week One January 11</p>	<p>Sculpture #1 <i>Demo:</i> Show samples of cartoon and caricature faces, in comics /animated cartoons and illustrations.</p> <p><i>Classwork:</i> Students practice drawing from photos then from each other using simple shapes, exaggeration and facial expressions. Draw final stylized cartoon of themselves in profile, front, three quarter view on a model sheet, with a brief description of character traits.</p>
<p>Week Two January 18</p>	<p><i>Demo:</i> Sample maquettes shown. How to use Sculpey and sculpting tools, building an armature. How to simplify facial features and avoid too much detail. Explore sculpting techniques.</p> <p><i>Classwork:</i> From model sheets, sculpt a maquette (small scale model) of your cartoon character design.</p>
<p>Week Three January 25</p>	<p>Students and teacher bring in samples of four to six panel talking heads comic pages.</p> <p><i>Demo:</i> Sculpting techniques, hair, eyes, facial features. <i>Classwork:</i> Finish sculpture.</p>
<p>ASSIGNMENT #1</p>	<p>Comic page, model sheet, and finished maquette. 30% of final mark. Due February 8th.</p>
<p>Week Four February 1</p>	<p><i>Demo:</i> Painting techniques applied to maquette.</p> <p><i>Classwork:</i> Finish painting maquette. Lighting sculptures for reference - photo shoot.</p>
<p>Week Five February 8</p>	<p>Sculpture #2 <i>* Students bring in samples of male and female (full figure) character designs from comics or graphic novels.</i></p> <p><i>Demo:</i> Show samples of full figure maquettes and their uses in comic, film and animation industries. What makes a good character design? Images will be shown and discussed.</p> <p><i>Classwork:</i> Sketch ideas for male or female character with brief description of character traits. Finish model sheet. Class critique of 1st assignment.</p>
<p>Week Six February 15</p>	<p><i>Reading Week Break</i></p>
<p>Week Seven February 22</p>	<p><i>* Students and teacher bring in wrap-around comic covers featuring full figure.</i> <i>* Demo:</i> Based on student's model sheets, show how a strong action line gives balanced when constructing a free standing sculpture.</p> <p><i>Classwork:</i> Work on armature and sculpture.</p>

ASSIGNMENT #2	Comic wraparound cover, model sheet and finished maquette. 30% of final mark. Due March 8th.
Week Eight March 1	<i>Demo:</i> Sculpting techniques for full figure, how to. <i>Classwork:</i> Finish sculpting maquette.
Week Nine March 8	<i>Demo:</i> Painting, dry brush, airbrush (optional). <i>Classwork:</i> Paint and finish maquette. Set up dramatic lighting on maquette for reference photo shoot. Class critique of 2nd assignment.
Week Ten March 15	Sculpture #3 * <i>Students bring in examples of non-human character designs in comics.</i> <i>Demo:</i> How to make a strong armature that can support a more complex design. <i>Classwork:</i> Design you own nonhuman character (animal, robot or alien). Finish model sheet. Start sculpture.
Week Eleven March 22	* <i>Students bring in examples of game box designs.</i> * <i>Demo:</i> How to make texture impression tools. <i>Classwork:</i> Apply textures to sculpture.
ASSIGNMENT #3	THIRD ASSIGNMENT: Game box design, model sheet and finished maquette. 30% of final mark. Due April 12th.
Week Twelve March 29	<i>Demo:</i> Show how textures are made with gel medium, and unconventional objects added to enhance character design. <i>Classwork:</i> Apply gel texture to character maquette.
Week Thirteen April 5	<i>Demo:</i> Show how popular entertainment industries use faux finish painting techniques to look like metal and animal-like skin. Demonstrate how to paint faux finishes. <i>Classwork:</i> Paint final maquette using faux effects. Photo shoot.
Week Fourteen April 22	<i>Student /Teacher final critique.</i> <i>GET READY FOR OUR CCAF 2018! Table set sup, portfolio display.</i>
	IN CLASS PARTICIPATION: 10% of final mark.

5. Basis of Student Assessment (Weighting)

Assignment 1: Comic Layout and Maquette	30%
Assignment 2: Comic Splash page and Maquette	30%
Assignment 3: Comic Cover and Maquette	30%

6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

7. Recommended Materials to Assist Students to Succeed Throughout the Course

See Grading Rubric attached at the end of this document.

8. College Supports, Services and Policies

Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
------------	-------	-------------	-------------------------

90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://camosun.ca/about/policies/index.html> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

Grading Rubric for Assignment #1: Male & Female Super-Heroic Character Design (30 points)

	A (8.0-10)	B (7.0 – 7.9)	C (6.0 – 6.9)	D (5.0 – 5.9)
Concept Model Drawings	Applies life drawing skills to character design; effectively uses realistic anatomy three-dimensionally; shows strong action lines, balance and proportions; chooses a dynamic pose; shows exceptional creativity	Understanding of underlying anatomy apparent; action lines, balance and/or proportions good but need more definition; shows good creativity	Makes effort to follow instruction but needs more work	No apparent effort to follow instructions or apply what was covered in class; cannot proceed to maquette without considerable more effort
Sculpting and Painting the Maquette	Successfully applies drawings to create 3-Dimensional figure; armature has balance and is able to stand on its own; has dynamic action line; excellent use of tools for sculpting and finishing	Demonstrates good structure but action line could be stronger; uses forms, mass and weight effectively; good use of finishing techniques learned in class	Structure need to be redrawn before proceeding to maquette but student is open to feedback and willing to redraw	No apparent effort to follow instructions or apply what was covered in class; very poor workmanship
Maquette as Reference for Comic Page	Uses maquette effectively as a reference tool for drawing at any angle; uses strong light source creatively; drawing reflects strong 3-dimensional skill	Shows good creativity and uses maquette reference well but has some difficulty with lines and/or light source	Makes an effort to follow instruction and is clearly trying	No apparent effort to follow instructions or apply what was covered in class; does not follow through stages

Grading Rubric for Assignment #2: Anthropomorphic Character and Cartoon Design (30 points)

	A (8.0-10)	B (7.0 – 7.9)	C (6.0 – 6.9)	D (5.0 – 5.9)
Concept Model Drawings	Applies simple shapes (ball, cone, cube and cylinder) to create cartoons 3-dimensionally; shows strong action lines, balance, and creative proportions; chooses dynamic poses; exaggerates features effectively and very creatively	Applies simple shapes (ball, cone, cube and cylinder) to create cartoons 3-dimensionally; shows good workmanship on action lines, balance, dynamic poses, exaggeration and/or creative proportions, but one or more areas may need some refinement	Makes effort to follow instruction but needs further development in several areas	No apparent effort to follow instructions or apply what was covered in class; very poor workmanship
Sculpting and Painting the Maquette	Successfully uses model sheets to create 3-dimensional figure; armature has balance and is able to stand on its own; has dynamic action line; excellent use of tools for sculpting and finishing	Structure is reasonably strong; uses forms, mass and weight effectively; needs more work on final finishing techniques learned in class	Makes effort to follow instruction but needs further development in several areas	No apparent effort to follow instructions or apply what was covered in class; very poor workmanship
Maquette as Reference for Comic Strip	Uses maquette effectively as a reference tool for drawing at any angle; uses strong light source creatively; drawing reflects strong 3-dimensional skill	Shows good creativity and uses maquette reference well but has some difficulty with lines and/or light source	Makes an effort to follow instruction and is clearly trying to use the reference effectively	No apparent effort to follow instructions or apply what was covered in class; does not follow through stages

Grading Rubric for Assignment #3: Anthropomorphic Character Design for Gaming (30 points)

	A (8.0-10)	B (7.0 – 7.9)	C (6.0 – 6.9)	D (5.0 – 5.9)
Concept Model Drawings	Effectively applies simple mechanical shapes to robot features or applies appropriate characteristics to animal-based designs; excellent structural drawing skills that articulate figure in a stylish, creative way; concept is dynamic	Uses reference well for features; draws well with personal style but somewhat lacking in creativity	Makes effort to follow instruction but needs further development in several areas	Work shows a lack of interest; no apparent effort to follow instructions; cannot proceed to maquette without considerably more effort
Sculpting and Painting the Maquette	Successfully uses model sheets to create 3-dimensional figure; strong supporting armature; excellent use of tools for sculpting and finishing; very creative design	Good use of model sheets in creating 3-dimensional figure; good use of tools for sculpting and finishing; creative design; some areas may need further development	Makes effort to follow instructions and apply what has been learned, but needs further work before the maquette is adequate	No evidence of understanding of the process; very poor workmanship
Maquette as reference for Comic Strip	Very creative comic ideas based on character design; uses maquette effectively as a tool for drawing at any angle; integrates character into visual narrative	Some areas need further refinement but creativity and use of reference is evident	Makes effort to follow instructions and apply what has been learned, but needs further work	Does not take instruction well; apparent difficulty following through stages; seems to lack interest

Grading Rubric for Classroom Participation (10 points)

A Range (80 -100%)	B Range (70 – 79%)	C Range (60 – 69%)	D Range (50 – 59%)
<p>Excellent attitude; actively involved every week; uses observational and critical thinking skills learned in class; helpful to other students</p>	<p>Good attitude; usually participates in critiques; applies observational and critical thinking skills</p>	<p>Occasionally participates in critiques; often does not seem engaged in classroom discussions; seldom applies observational and critical thinking skills</p>	<p>Does not pay attention during critique; attends class but does not seem engaged or interested; sometimes disruptive in class</p>