



**CAMOSUN COLLEGE**  
**School of Arts & Science**  
**Department of Communications**

**VIST-123-X01**  
**Perspective Drawing**  
**Winter 2018**

**COURSE OUTLINE**

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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.

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**1. Instructor Information**

(a) Instructor	Ken Steacy
(b) Office hours	Tuesday, 12pm-5pm; Wednesday 12pm-5pm
(c) Location	Young 315E
(d) Phone	250-888-2939 <b>Alternative:</b> 250-888-4324
(e) E-mail	steacy@shaw.ca
(f) Website	<a href="http://www.camosun.ca/comics">www.camosun.ca/comics</a>

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**2. Intended Learning Outcomes**

Upon completion of this course a 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 dynamics.
3. Apply one, two, and three-point perspective to the background, structures, objects and figures in layouts.

**3. Required Materials**

- (a) Text: N/A
- (b) Other: *Please refer to materials supply list*

**4. Course Content and Schedule**

*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 9**

LECTURE: Introduction to VIST 123 Course with overview of learning outcomes and assignments

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 favourite 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 16**

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 23**

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 – January 30**

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)

**Assignment #1: 8-page comic, is DUE at the beginning of the next VIST-131 class!  
This assignment is worth 30% of your final grade.**

### **Week 5 – February 6**

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

### **Week 6 – February 13**

READING WEEK

### **Week 7 – February 20**

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 8 – February 27**

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)

**Assignment #2: 8-page comic, is DUE at the beginning of the next VIST-131 class!  
This assignment is worth 30% of your final grade.**

### **Week 9 – March 6**

LECTURE: Projection of figures in space

DEMONSTRATION: Critique Layouts of third 8-pager

CLASSWORK: Practice projecting figures in space

HOMEWORK: Pencils of third 8-pager

### **Week 10 – March 13**

LECTURE: Figures on inclined planes

DEMONSTRATION: Critique Pencils of third 8-pager

CLASSWORK: Practice placing figures on inclined planes

HOMEWORK: Inks of third 8-pager

### **Week 11 – March 20**

LECTURE: Reflections in perspective

DEMONSTRATION: Critique Inks of third 8-pager

CLASSWORK: Practice reflections in perspective

HOMEWORK: Colouring 8-pagers

### **Week 12 – March 27**

LECTURE: Perspective of shadows

DEMONSTRATION: Critique colour of 8-pagers

CLASSWORK: Practice Perspective of shadows

**Final Assignment: 8-page storyboard, is DUE at the beginning of the next VIST-131 class!  
This assignment is worth 30% of your final grade.**

### Week 13 – April 3

LECTURE: Curvilinear perspective

CLASSWORK: Practice curvilinear perspective

HOMEWORK: Colour third 8-pager

### Week 14 – April 10

LECTURE: CCAF (Camosun Comic Arts Festival) setup

CLASSWORK: Final Portfolio assembly for CCAF 2018!

## 5. Basis of Student Assessment (Weighting)

Eight Page Comic	30%	DUE: February 7th
Eight Page Comic	30%	DUE: March 7th
Final Assignment	30%	DUE: April 4th
Class participation	10%	

\*Grading Rubrics attached at the end of this outline

## 6. Grading System

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

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

-See supply list and grading rubrics

## 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 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>
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
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### 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>
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	Participates actively in discussions, critiques and Show & Tell; comes to class prepared in almost all cases; shows good effort in presentations and homework assignments	Occasionally participates in discussions, critiques and Show & Tell; adequate effort in presentations and homework assignments	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