



# CAMOSUN COLLEGE

School of Arts & Science  
Department of Communications

## VIST 151-X01 –Comics Publishing and Promotion 2019W

### COURSE OUTLINE

The calendar description is available on the web @ \_\_\_\_\_

\* 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	Gareth Gaudin	_____
(b) Office hours	Mondays 10-12	_____
(c) Location	Young 315E	_____
(d) Phone	250-370-3396	Alternative: 250-516-7329
(e) E-mail	<a href="mailto:gauding@camosun.bc.ca">gauding@camosun.bc.ca</a>	_____
(f) Website	_____	_____

#### 2. Intended Learning Outcomes

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

1. Identify and describe the unique publishing challenges posed by the marketplace, both mainstream (comic shops, bookstores) and alternative (comic conventions, festivals, swap-meets)
2. Exercise their Intellectual Property Rights (copyright) for reproduction both here in Canada and in global markets, and negotiate the ownership of original artwork and fees.
3. Establish web presence to attract an audience.
4. Employ crowdfunding strategies to monetize Intellectual Property.
5. Demonstrate basic budgeting and invoicing processes as they relate to the comics industry.
6. Practice professional tabling at live events.
7. Use effective communication skills to engage in panel discussions and solo visual presentations.

#### 3. Required Materials

Pencils, paper, inking pens.

#### 4. Course Content and Schedule

Week 1 – January 7

LECTURE: Introduction to VIST 151 Course with overview of learning outcomes and assignments. Who is your instructor? What has he done? Lecture on self publishing predecessors within the comic book field.

DEMONSTRATION: Presentation of slideshow with examples of successful (and not-so successful) self-publishing endeavours throughout comic book history. Basics of tabling.

CLASSWORK: Creation of a one-sheet, eight page comic book zine.

HOMEWORK: Work on your zine (due January 28th)

### **Week 2 – January 14**

LECTURE: Harvey Kurtzman and the creation of the graphic novel industry, the Underground Comics movement, and the birth of modern satire. This leads directly into Robert Crumb selling copies of Zap #1 from a baby carriage at Haight-Ashbury during the Summer Of Love. Tabling etiquette. Sharing a creative community with the artists sitting around you at conventions.

DEMONSTRATION: Harvey Kurtzman and Robert Crumb slideshow.

CLASSWORK: Continue work on zine. Class jam comic will start being passed around.

HOMEWORK: Read something by Harvey Kurtzman.

### **Week 3 – January 21**

LECTURE: Zine culture and the self-publishing boom of the 1980s, specifically Chester Brown and Julie Doucet. How artists can go from obscurity to international acclaim using a photocopier machine and a minimal budget.

DEMONSTRATION: Saddle-stitching, perfect binding and cerlox binding. Experimentation in form and presentation.

CLASSWORK: Make a blank 16 page saddle-stitched booklet and pass it around to classmates to create multiple jam comics at once. There will be a long-armed stapler in the classroom.

HOMEWORK: Zine due next week.

### **Week 4 – January 28**

LECTURE: Finding an audience through presales and subscriptions. Starting with your friends and family then expanding your readership to strangers. How to grow an audience. Creating buzz.

DEMONSTRATION: Critique of first zine. Class discussion of marketing one's work within student's immediate circle.

CLASSWORK: Create an 11x17 inch poster advertising yourself and your creations.

HOMEWORK: Work on your poster (Due March 18th)

### **Week 5 – February 4**

LECTURE: Business cards and their importance. How to get your name out there. Exercising Intellectual Property Rights (copyright) for reproduction both here in Canada and in global markets and negotiating the ownership of original artwork and fees.

DEMONSTRATION: Examples of successful and interesting business cards. Ways artists in Canada can protect themselves and their intellectual property. Choosing our most prized creations and getting them protected asap.

CLASSWORK: Field trip to the Camosun Print Shop.

HOMEWORK: Design your business card (Due March 18th)

### **Week 6 – February 11**

LECTURE: Gig flyers, posters, and album cover art. How to make a name for yourself using other people's projects. Ideas on how to instigate jobs, find clients, and fill your portfolio with paying work. Getting positive press attention as a form of free advertising.

DEMONSTRATION: Slideshow of examples of this week's topics.

CLASSWORK: Spot illustrations and stock images for your personal file so you have pre-made images at the ready.

HOMEWORK: Read something by Chester Brown.

### **Week 7 – February 18**

FAMILY DAY and READING WEEK

### **Week 8 – February 25**

LECTURE: Choosing and designing a website, and establishing web presence to attract an audience. Branding of your name and art style. Publishing print books and web comics.

DEMONSTRATION: Visiting a selection of cartoonists' websites and comparing pros and cons of each. Buying web addresses and using existing social media to showcase art.

CLASSWORK: Designing basic tabling layout for conventions. We will all practice setting up tables, selling our wares. Discussing ways to attract potential walk-by customers.

HOMEWORK: Design your name card for convention tabling (Due March 18). Quiz next week.

### **Week 9 – March 4**

LECTURE: Setting up at conventions large and small. What you'll need and not need to take. Signing up early for conventions, finding out details about your table area (chairs, power, walls, parking, etc)

DEMONSTRATION: Tabling techniques. Starting an email list.

CLASSWORK: Quiz 10%

HOMEWORK: Read about Julie Doucet on the internet.

### **Week 10 – March 11**

LECTURE: Self publishing as a career. Where does it get you and what CAN it get you. Ways to potentially attract clients. Crowdfunding techniques and suggestions to kick-start your projects and get attention.

DEMONSTRATION: Slideshow of your instructor's life's work.

CLASSWORK: We're playing Pictionary as a class. How to work quickly and economically; getting across the most amount information with the fewest amount of lines.

HOMEWORK: Have poster, business card and name card ready for next week.

### **Week 11 – March 18**

LECTURE: Basic budgeting and invoicing processes as they relate to the comics industry. Compiling work to get ready for the convention.

DEMONSTRATION: Keeping a journal expressly for your personal comic company.

CLASSWORK: Reading each other's zines. How can we improve our cover impact?

HOMEWORK: None.

### **Week 12 – March 25**

LECTURE: The unique publishing challenges posed by the marketplace, both mainstream (comic shops, bookstores) and alternative (comic conventions, festivals, swap-meets). How a good "elevator pitch" can launch the next chapter of your career.

DEMONSTRATION: Slideshow of experimental mainstream and alternative comics. Examples of famous elevator pitches in comics/film/pop culture.

CLASSWORK: Working on budget journals.

### **Week 13 – April 1**

LECTURE: Public speaking. Ways usually introverted cartoonists can overcome shyness/fear in situations where it may forward their career. Effective communication skills to engage in panel discussions and solo visual presentations

CLASSWORK: One on one interviews. Each student will be asked a few questions in a tabling scenario. How to have your "elevator pitch" down pat.

### **Week 14 – April 8**

LECTURE: Tabling and socializing. Getting ready to meet the public. CCAF (Camosun Comic Arts Festival) setup.

CLASSWORK: Sign and number your finished and printed comic books. Tabling prep.

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

### (a) Assignments

Zine	15%	DUE: January 28th
Poster	15%	DUE: March 18th
Website Critique	10%	
Business Card	15%	DUE: March 18th
Name Card	5%	DUE: March 18th
Budget Journal	5%	

Final Table 15%

(b) Exams  
n/a

(c) Quizzes  
Quiz 10%

(d) Other (e.g. Project, Attendance, Group Work)  
Class participation 10%

## 6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

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

Students with diverse learning styles and needs are welcome at Camosun and in this course. In particular, if you have a mental health concern (i.e. anxiety, depression, ADHD, etc.) or a permanent disability that may require accommodations, please feel free to connect with the Lansdowne Centre for Accessible Learning (CAL) 250-370-3312 [accessible@camosun.ca](mailto:accessible@camosun.ca) as soon as possible. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

## 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, 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://www.camosun.bc.ca/policies/policies.php>

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://www.camosun.bc.ca/policies/E-1.5.pdf> 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.