

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

**VIST-125-X01**  
**Structural Drawing 2**  
**Winter 2020**

## COURSE OUTLINE

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

*W 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

<b>(a) Instructor</b>	Joan Steacy		
<b>(b) Office hours</b>	Tuesday 8am-1pm; Thursday 12pm-5pm		
<b>(c) Location</b>	Young 315E		
<b>(d) Phone</b>	250-888-4324	<b>Alternative:</b>	250-888-2939
<b>(e) E-mail</b>	steacy@shaw.ca		
<b>(f) Website</b>	<a href="http://www.camosun.ca/comics">www.camosun.ca/comics</a>		

### 2. Intended Learning Outcomes

Structural drawing is the underlying foundation of visual storytelling and this course continues building the skills learned in Term 1, focussing on drawing the draped figure from life. The emphasis is on how dramatic lighting informs the story's mood in very specific ways.

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

1. Draw costumed models from life and from memory in a variety of styles and media.
2. Develop their own unique stylistic approach to design and composition.
3. Apply dramatic lighting to their figures and faces to enhance emotion.
4. Employ their observational and extemporaneous drawing skills to sustain likeness throughout their comic.
5. Integrate this knowledge into comics and graphic novels.

### 3. Required Materials

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

### 4. Course Content and Schedule

**VIST 125 • Structural Drawing 2**  
**Jan. 9 - April, 9 2020**

*Drawing from male or female costumed model. Critiques will be given in every class.*

**Week 1 • Jan. 9**

**Seven types of folds**

Activity

- drawing from draped fabrics
- simplifying folds
- observe how different fabrics effect folds

**Week 2 • Jan.16**

***Fabric Stress Points***

Activity

- drawing from the model
- review seven types of folds
- finding stress points in fabric
- tension folds, slack folds,

**Week 3 • Jan. 23**

***Dramatic lighting***

Activity

- drawing from model
- review of first term light shadow
- dramatic light source on fabric
- contrast to define folds

**Week 4 • Jan. 30**

***Stylized and cartoon figure drawing***

Activity

- stylize folds to avoid unnecessary detail
- know what to leave in and what to leave out
- exaggerate proportions of model to give cartoon effect
- \* Samples of stylized costumes in comics, will be shown.

**Week 5 • Feb. 6**

***Foreground, middle ground, background***

Activity

- *Multiple figures, crowd scenes, review of first term*
- use of tone to create depth
- contrast to create mood and drama
- interaction of multiple characters
- minimal background

***FIRST ASSIGNMENT DUE TODAY!***

**Week 6 • Feb. 13**

***Composition and Design***

***Layout***

Activity

- S curves C curves in design
- geometric shapes in composition
- samples will be shown

**Week 7 - Feb 20 is Reading Week**

**Week 8 • Feb 27**

***Pen, technique***

Activity

- drawing figure in settings with objects
- simple line drawing, spotting blacks
- cross hatching technique

**Week 9 • March 5**  
**Marker, Watercolour**

Activity

- grey tone painting
- background gradient washes

**Week 10 • March 12**  
**Props and accessories**

Activity

- hats, shoes, gloves, scarves
- swords, spears
- office supplies, coffee cups
- cell phones, laptops, etc.

**SECOND ASSIGNMENT DUE TODAY!**

**Week 11 • March 19**  
**Formal wear**

Activity

- formal costumes
- direct inking from model
- direct watercolour

**Week 12 • March 26**  
**Street clothes**

Activity

- draw each other
- suggest street scenes
- common places

**Week 13 • April 2**  
**Drawing people indoors**

Activity

- draw people, walking, relaxing
- people eating in the cafeteria
- drinking in coffee shops

**Week 14 • April 16**

Activity

- peer critique
- instructor final critique
- portfolio - what to put in what to leave out
- preparation for CCAF!

**THIRD ASSIGNMENT DUE TODAY!**

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

**First Assignment & Sketchbook 30%**  
**Second Assignment & Sketchbook 30%**  
**Final Assignment 30%**  
**Classroom Participation 10%**

**Total: 100 marks**

\*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

### Grading Rubric for Assignment #1: (30 points)

	<b>A (8.0-10)</b>	<b>B (7.0 – 7.9)</b>	<b>C (6.0 – 6.9)</b>	<b>D (5.0 – 5.9)</b>
Sketch book Drawings	Shows complete knowledge of the seven types of folds, has followed instructions in class and applies exceptional skills in drawing from the draped model and multiple figures in perspective	Demonstrates an understanding in most of the folds, but needs to simplify and define patterns; drawing skills are good, figures in perspective need more work	Makes effort to follow instruction but needs more defining in folds, figures in perspective needs improvement, shows difficulty using pencils and pens	No apparent effort to follow instructions or apply what was covered in class, lacks basic drawing skills and no improvement shown
1st Project: Working Drawing splash page	Has excellent concept ideas and shows a strong ability to compose multiple figures in perspective; drawings show a firm grasp of cartoon exaggeration in figures	Has creative ideas but needs to improve people in perspective, good drawing skills in cartoon figures	Student is open to feedback and willing to redraw but still has difficulty with exaggeration	No apparent effort to follow instructions for working drawing, very poor grasp of pencil skills

Finished horizontal format splash page	Rendering of finished splash page, shows excellent digital and traditional skills are fully developed in all areas of assignment	Shows good technical and rendering skills but lacks placement of captions and word balloons	Makes an effort to follow instruction and is clearly trying but lacks rendering and technical skills	No apparent effort or skill with digital or traditional rendering, does not follow through stages, no improvement
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**Grading Rubric for Assignment #2:** (30 points)

	<b>A (8.0-10)</b>	<b>B (7.0 – 7.9)</b>	<b>C (6.0 – 6.9)</b>	<b>D (5.0 – 5.9)</b>
Sketch book Drawings	Pen and brush marker drawings show a firm grasp of all media, has a dynamic approach to rendering lighting on folds, exaggerates features effectively and very creatively	Pen and brush marker skills are improving, proportions need more exaggeration, rendering dynamic lighting is improving	Makes effort to follow instruction but has difficulty using media, drawings lack structure and needs more practice	No apparent effort to follow instructions or apply what was covered in class; very poor workmanship

Working drawing for comic cover	Shows a high degree in concept and composition, placement of all elements needed for a comic cover, studied in class, follows instruction well	Good creative concept, needs more work on composition learned in class, drawing are good but need more definition	Makes effort to follow instruction but needs further development in most areas of drawing and composition	No apparent effort to follow instructions or apply what was covered in class; very poor concept drawings needed for comic cover design
Finished digital or traditional media comic cover	Excellent finished digital or traditional skills and creative ideas in cover design, very good title and composition	Finishing and creative skills are strong, design needs improvement, follows instruction well	Makes an effort to follow instruction and is clearly trying but lacks basic skills	No apparent effort to follow instructions or apply what was covered in class; does not follow through stages

**Grading Rubric for Assignment #3:** (30 points)

	<b>A (8.0-10)</b>	<b>B (7.0 – 7.9)</b>	<b>C (6.0 – 6.9)</b>	<b>D (5.0 – 5.9)</b>
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Three concept drawings	Advanced creative ideas for poster design, communicates effectively	Two Ideas are good but one needs more development creativity	Concept ideas are weak and need to be redrawn	Work shows a lack of interest; no apparent effort to follow instructions
Pin-up Poster working drawing	Strongest concept drawing successfully scaled up, clear and ready for final poster	Drawing from thumbnail to full size needed to be redrawn in places but well done overall	Makes no effort to follow instructions, needs further work to complete	No evidence of understanding the process; very poor at following instructions
Finished poster	Successful completion of poster, in concept, dramatic lighting, drawing figures at any angle and has mastered rendering skill in any medium	Some areas of lighting on fabric need further refinement but creativity drawn and rendered	Makes little effort to follow instructions and apply what has been learned in class,	Does not take instruction well; apparent difficulty following through stages; seems to lack interest

## Grading Rubric for All Assignments

**Grading Rubric for Classroom Participation (10 points)**

	<b>A (4.0 - 5)</b>	<b>B (3.5 – 3.9)</b>	<b>C (3.0 – 3.5)</b>	<b>D (2.5 – 2.9)</b>
Attendance and Preparation	Attends class regularly (no unexcused absences). Comes to class prepared	Has missed two classes, usually comes to class prepared	Irregular attendance preparation for classes lacking	Missed to many classes, not interested when in class, leaves early, not prepared for class
Participation	Actively engaged in classroom learning, engages fully in peer critiques, responds to and gives feedback positively, raises thoughtful questions, supportive of other students	Sometimes contributes to classroom critiques, responds to a gives feedback positively, occasionally asks questions to expand his/her learning	Rarely contributes to classroom learning, is reluctant to participate in peer critiques, has some difficulty giving and/or receiving feedback in a positive manner	Never contributes to classroom learning, remains focused on his/her own work and neither accepts nor gives peer feedback or contributes to classroom learning