ART 122-01
Digital Illustration & Page Layout

Eastern Connecticut State University
Department of Art & Art History | Digital Art & Design

Digital Illustration & Page Layout | ART 122-01 | Fall 2022 | T, R 12:30 –3:15 pm | FAIC 330
Soojin Kim | Office: FAIC 318 | Hours: M 11:45-3 pm, T 11 -12, R 3:15-4 pm

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Course Description

This course provides an introduction to the computer as a tool in art and graphic design. Developing vector-based images and creating page layouts that combine text and images on a page are emphasized.

Primary Software Used: **Adobe Illustrator & InDesign**
Levels: Undergraduate

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Overview

This course provides an introduction to the computer as a tool for art and design with an emphasis on drawing/illustration skills and page composition integrating text and images. This course will utilize two software programs from Adobe Creative Suite – Adobe Illustrator and Adobe InDesign. This class will be run through short lectures, learning through Adobe tutorials, demonstrations, and in-class studio work & crit. Students will be expected to work outside of class to finish exercises and projects that are not completed during class. Course credits 3.

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Objectives

❏ Understand the basic terminology and principles of visual art and design
❏ Understand the design art-making process
❏ Identify letterform anatomy, typestyle, and classification
❏ Gain a basic understanding of the creative problem-solving process
❏ Use appropriate digital technology as related to the design process
❏ Explore different formats of digital arts and new methods

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Materials

❏ Blackboard access *
❏ An external data storage device for backup (Plus Additional online storage for backup of files: Flash drives, Student account One Drive, SharePoint, and/or Google Drive)
❏ Headset or earbud
❏ Sketchbook (preferred with grid) & Tracing Paper pad
❏ Black felt-tip pen/marker

Recommended Reading

Brian Wood. (2019). Adobe Illustrator Classroom in a Book (2020 release). Adobe Press.

Samara, Timothy. Making and Breaking the Grid: A Graphic Design Layout Workshop. 2nd ed. Beverly: Rockport, 2017. Web.

Lewis, Angharad. So You Want to Publish a Magazine? London: Laurence King, 2016. Web.

Lee, M. (2004). Bookmaking : editing, design, production (3rd ed.). Norton.

Lupton, Ellen., and Ebrary, Inc. Thinking with Type: A Critical Guide for Designers, Writers, Editors, & Students. 2nd Rev. and Expanded ed. New York: Princeton Architectural, 2010. Print. Design Briefs.

Haslam, A. (2006). Book design : [a comprehensive guide].

Revisions To Syllabus

The information contained in this syllabus is subject to revision at the discretion of the instructor. Students will be notified of any changes that will be made.

Grading

Your grade is based on Course Assignments (80%-Projects 60, Assignments 40), in-class exercises (10%), and attendance (10%). Readings(If there are) are due before the beginning of class on the date assigned so that you are familiar with the topics and prepared for discussion. Assignments are due at the beginning of class unless otherwise notified by the instructor. **Late submissions will be dropped up to 5 points out of 100 per day**.

In professional practice, graphic designers solve client problems that often have tight time requirements. You will be given as much time as possible to work during the studio, but discussion and critiques will consume a significant amount of the time. One-third of the work for this class is expected to be accomplished outside of class. **Use the Webb 410 General Computer Lab and FAIC 330/327 Open Lab, 313 Digital Resource Room** (available with instructor permission for classwork only), online help, and textbooks(if applicable)—including associated websites—as reference tools to complete work and practice techniques.

 The primary objective of the course is to provide creative solutions to design problems, not to learn design software from the beginning. You should have basic skills in design software and use it as a design tool with certain proficiency. Evaluation of Individual works is based on a **creative problem-solving approach, use of elements/principles, craftsmanship/professionalism, and improvement/growth.**

A 100–95 90% | **B** 89 85 80% | **C** 79 75 70% | **D** 69 65 60% | **F** 59% or below (A grade of C, 75% is the minimum grade which counts toward your major.)

A. Superior execution; maximum originality; excellent concentration and initiative; cooperative with peers; excellent judgment; superior attitude and dedication; highly imaginative, original, and experimental; very consistent in work ethic; a significant improvement

B. Strong execution and originality; adequate concentration and initiative; cooperative with peers; good attitude, dedication, and judgment; imaginative and experimental; consistent in

work ethic; noticeable improvement.

C. Average execution, concentration, organization, and attitude; some imagination and originality; lacks some consistency in work ethic; some improvement.

D. Poor execution and improvement; limited originality; little concentration and organization; poor judgment; evades responsibility and cooperation; lacks work ethic, concentration, and organization

F. Fails to execute to minimum standards, insignificant improvement; no originality; minimum concentration and organization; evades responsibility and cooperation; no work ethic.

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Attendance Policy

You are required to attend each class in its entirety. More than 2 absences, 2 late arrivals or early departures will affect your grade negatively unless you have a doctor's note. Attendance will be taken at any moment in class. It is your responsibility to see me during class if you arrive after attendance is taken. Email me ahead of time if you cannot attend class, if you will be late for class, and if you need to leave early for class. This does not constitute an excused absence, it is a professional best practice.

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Class Rules

No food or drink in the Computer Lab. Smartphones: no cell calls and no earbuds during lectures or demonstrations. Do not use the Internet for anything other than related class subjects. Use break time instead.

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Assistance at the Writing Center

The Eastern Writing Center, located in the ASC and staffed by trained peer tutors, is available to help all students with their writing. The Writing Center supports the liberal-arts mission of Eastern by helping students with their writing from any class, at any stage, from brainstorming and drafting to revision to proofreading and editing. We help students do their own work and do it more comfortably and confidently. Any student can and should use the Writing Center. The process of talking with readers about writing and getting feedback on student writing is something all writers do and can benefit from. Students can either drop into the Center or make an appointment by going to the "Useful Links" column on the Current Students webpage and selecting "GradesFirst" (http://www.easternct.edu/index/current-students/). Students are asked to

bring copies of any assignment sheets to the Writing Center, so tutors know what is expected of the assignment. Assistance with Academic Advising and Subject Tutoring at the Academic Service Center Students are encouraged to use the support services offered by the Academic Services Center (ASC) located on the ground floor of the Library. Advising Services and tutoring in math, writing, and other subjects are available. The ASC also offers assistance with study techniques, time management, and "Eastern in 4" graduation planning.

Accommodations for Students with Disabilities

Americans with Disabilities Act (ADA) of 1990, the ADA Amendment Act of 2008, and Section 504 of the Rehabilitation Act of 1973, as amended in 1998. If you are a student with a disability (or think you might have a disability) and require accommodations or assistance evacuating a building in the case of an emergency, please contact the Office of AccessAbility Services (OAS) at 860-465-0189 to discuss your request further. Please note that accommodations are not retroactive and must be communicated through a Letter of Accommodation, which is drafted by the OAS. Please visit the Office of Accessibility Website at https://www.easternct.edu/accessability/index.html for more information on how to register with our office.

Diversity Statement

Eastern Connecticut State University values the diversity of its students, faculty, and staff. Differences in race, ethnicity, national origin, class, religion, learning styles, gender, gender identity and expression, sexual orientation, age, ideology, and other aspects of human variation and characterization, including but not limited to those protected by law and CSCU policies, enrich the educational experiences and social and intellectual development of students and create a rich cultural environment. Eastern is committed to ensuring that regardless of their differences, all members of the Eastern community are challenged to achieve their full potential and are supported in their pursuit of that goal in a campus environment that is free from discrimination and harassment.

Student Sexual Misconduct Policy

Title IX of the Education Amendment of 1972, as well as the Board of Regents Policy on Sexual Misconduct Reporting, Support Services, and Processes, prohibit acts of sexual misconduct – sexual harassment, sexual assault, sex-based discrimination, dating violence, domestic violence, stalking, and inappropriate relationships between employees and students. If you or someone you know has been or experienced harassment or assault, resources are available within the Title
IX Office and with the Sexual Assault & Interpersonal Violence Response Team (SAIVRT).
Alleged violations should be reported to the Title IX Coordinator in the Office of Equity
and Diversity at 860-465-5012. Reports to law enforcement can be made to Eastern Connecticut
State University Police Department at 860-465-5310. To receive support and advocacy, please contact the Co-Chair of the Sexual Assault & Interpersonal Violence Response Team (SAIV-RT) at 860-465-4314. You may also visit the SAIV-RT website at https://www.easternct.edu/sexualassault-and-interpersonal-violence/index.html for more information including a list of confidential resources.

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Counseling and Psychological Services (CAPS)

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Mental Health and Wellness: Eastern Connecticut State University faculty and staff recognize that mental health concerns can impact academic performance and interfere with daily life activities. Please notify your faculty member or academic advisor for academic assistance, as needed. Counseling and Psychological Services (CAPS) can also provide support if you're feeling stressed, overwhelmed, anxious, depressed, lost, or struggling with other personal issues.

Please call or visit the Counseling and Psychological Services (CAPS) website for more information. These professional services are free and confidential and support nontraditional, graduate, and undergraduate students. Call 860-465-0181 to schedule an appointment. Same-day urgent hours are M-F, 1-3.

Students in crisis and/or experiencing suicidal thoughts, free 24/7 crisis support in the US, call:

Suicide & Crisis Lifeline at 9-8-8

Suicide Prevention Lifeline at 1-800-273-8255

Text HOME to the Crisis Text Line at 741 741

Trevor Project 1-866-488-7386 for LGBTQ youth

211 (mental health emergency)

Course Outline

WEEK 1		COURSE INTRODUCTION - SYLLABUS REVIEW
8/29, T		**ADOBE TUTORIAL - GET TO KNOW ILLUSTRATOR**

https://helpx.adobe.com/illustrator/how-to/ai-basics-fundamentals.html?playlist=/services/playlist.helpx/products:SG_ILLUSTRATOR_1_1/learn-path:get-started/set-header:ccx-designer/playlist:ccl-get-started-1/en_us.json&ref=helpx.adobe.com

WEEK 1	Exercise	**LECTURE - FUNDAMENTALS OF VECTOR IMAGE**
8/31, R		**EXERCISE 1 - PEN TOOL**
	DUE	**Overview & Specifications**
	Assignment	This exercise will let you be familiar with the Adobe Illustrator Pen tool and allow you to be able to create the vector images you want.

https://helpx.adobe.com/illustrator/how-to/use-pen-tool.html?playlist=/services/playlist.helpx/products:SG_ILLUSTRATOR_1_1/learn-path:key-techniques/playlist:topic/set-header:drawing/en_us.json&ref=helpx.adobe.com

Save or export the outcome(s) to

ART122_EX1_YourfirstnameLastmame.pdf or jpg

then submit it(them) to the blackboard.

Please do not submit the *.Ai files.

ASSIGNMENT 1 - CARD GAME SUITS

Overview & Specifications
Using a pen tool Create 4 poker card game shapes based on the concepts of the Bezier Curve. You will have to use the Pen tool, the Add Anchor Point tool, the Delete Anchor Point tool, and the Convert Anchor Point tool in Adobe illustrator.

Save the outcome files into

ART122_AS1_YourfirstnameLastmame.pdf

then submit it(them) to the blackboard.

Please do not submit the *.Ai files.

WEEK 2	Assignment	**STUDIO FOR ASSIGNMENT 1**
9/5, T	1	**EXERCISE 2 - IMAGE TRACING**
	DUE	**Overview & Specifications**
	Exercise	This exercise will let you trace and create vector artwork from a raster image source such as a sketch.
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	DUE	https://helpx.adobe.com/illustrator/how-to/shapes-basics.html?playlist=/services/playlist.helpx/products:SG_ILLUSTRATOR_1_1/learn-path:get-started/set-header:ccx-designer/playlist:ccl-get-started-1/en_us.json&ref=helpx.adobe.com
	Assignment	
	2	Finish the 4th tutorial and save the outcome file into
		ART122_EX2_YourfirstnameLastmame.pdf
		then submit it(them) to the blackboard.
		Please do not submit the *.Ai files.

LECTURE: IMAGE SCANNING AND RETOUCHING

ASSIGNMENT 2 - OLYMPICS

Overview & Specifications
Pictograms are designed with the main intention of being universally recognized and understood regardless of language barriers. Therefore the Olympic games pictograms are perfect examples of how symbols and shapes can be used to express meanings universally. Create a set of pictograms for 6 different sports games in the Olympics. Research each sports game and create sketches first in pencil and paper. Create Pictograms in Adobe illustrator onto a single artboard. Submit scanned sketches in jpg format and Adobe illustrator outcome in pdf format.

| **WEEK 2** | Assignment | **NO CLASS** |
| 9/7, R | 2 | |

WEEK 3	Assignment	**EXERCISE 3 - VECTOR PORTRAIT**
9/12, T	2	https://helpx.adobe.com/illustrator/how-to/minimum-vector-portrait.html?playlist=/services/playlist.helpx/products:SG_ILLUSTRATOR_1_1/learn-path:key-techniques/playlist:topic/set-header:create-and-edit-content-you-draw/en_us.json&ref=helpx.adobe.com
	DUE	
	Exercise	
	3	
	DUE	**ASSIGNMENT 3 - AVATAR**
	Assignment	**Overview & Specifications**
	3.1	Avatar is an icon or figure representing a particular person in video games, Internet forums, etc. In this assignment, students will visually simplify themselves into a new, original avatar.

Create a poster that is 18 inches x 12 inches LANDSCAPE style for your artboard size.
Design your full-body avatar in two different poses and outfits.
Using your avatar's head, create a set of 6 emojis (facial expressions) that you could use on your phone or in your chosen online community/application.
Include the name of your avatar and your name on the

poster.

Create the second poster in isometric drawing by imposing your character over the isometric scene.

Your Posters must be submitted as a PDF file or JPGs and follow the naming guideline in the previous assignment.

ASSIGNMENT 3.1 - AVATAR

Overview & Specifications
Research various styles of digital illustrations, and develop your own styles in a sketchbook.
Submit a scanned page(s) of the sketchbook including a full-body illustration with a costume and district facial expression. Make sure that your avatar portrays yourself.

WEEK 3 9/14, R	Assignment 3.1 **DUE**	**STUDIO FOR ASSIGNMENT 3.1** **ASSIGNMENT 3.2 - AVATAR** **Overview & Specifications** Based on your research and sketches from Assignment 3.1, work on Adobe illustrator to create a poster.
WEEK 4 9/19, T	Assignment 3.2 Exercise 4 **DUE**	**GALLERY VISIT** **EXERCISE 4 - CREATING POSES** https://helpx.adobe.com/illustrator/how-to/make-new-character-pose.html?playlist=/services/playlist.helpx/products:SG_ILLUSTRATOR_1_1/learn-path:key-techniques/set-header:illustrator-projects-more/playlist:topic/en_us.json&ref=helpx.adobe.com Create 5 different poses in your file.
WEEK 4 9/21, R	Assignment 3.3	**TUTORIAL - ISOMETRIC DRAWING** **ASSIGNMENT 3.3 - AVATAR** **Overview & Specifications** Create the second poster in isometric drawing by imposing your character over the isometric scene(This can be your room, classroom, or any familiar space to you). Include the name of your avatar, a brief description, and your name on the poster.
WEEK 5 9/26, T		**STUDIO**
WEEK 5 9/28, R	Project 1.1 Assignment 3.2 **DUE**	**PROJECT 1 - POSTAL STAMP DESIGN** **Overview & Specifications** A Postage Stamp is a small piece of paper that is purchased and displayed on an item of mail as evidence of payment of postage. Students are to create a series(at least of vector stamp artwork that is based on a unique theme. Each stamp must include the topic or category title, price, and USA 2021. Create a poster with 12-20 stamps on an 8x10 artboard. **PROJECT 1.1 - Design Research**

Perform research on Postage Stamp Design and history. Pick a theme and collect images related to your theme and design. Create a swipe board in a 17x11 art board.

Submit a pdf.

WEEK 6	Project	**PROJECT 1.2 - Design Concept**
10/3, T	**1.1** **DUE**	**Overview & Specifications** -Based on your research of images, create thumbnail drawings of a minimum of 4 different stamp designs under your theme. -Create a vector illustration of one design from above. -Create two concept boards using sketches thumbnail drawings and vector illustrations you created, -Create two concept boards (modify the only color and type choices, but use the same image) including sketches, at least one vector illustration, color swatches & font choices.

WEEK 6	Assignment	**PROJECT 1.2 - Design Concept**
10/5, R	**3.3** **DUE**	**Overview & Specifications** -Based on your research of images, create thumbnail drawings of a minimum of 4 variation stamp designs under your theme. -Create a vector illustration of one design from above. -Create the first concept boards using sketches thumbnail drawings and vector illustrations you created, -Create the second concept boards (modify the only color and type choices, but use the same image) including sketches, at least one vector illustration, color swatches & font choices.

WEEK 7	Project	**PROJECT 1.3 - Design Completion**
10/10, T	**1.2** **DUE**	**Overview & Specifications** Choose one design concept, develop and finalize the graphics for all (minimum)4 different stamps. Each stamp must include the topic and/or category title, price, 'USA', and year of publication.

WEEK 7	Project	**PROJECT 1.4 - Design Presentation**
10/12, R	**1.3** **DUE**	**Overview & Specifications** Review and revise your design then create a poster with 12-20 stamps on an 8x10 artboard. **Crit**

WEEK 8		**PROJECT 2 - MUSIC POSTER**
10/17, T		**Overview & Specifications** Students will participate in the creative process to make a music poster from conception to final print. Students will research band poster design, draw up multiple sketches, and research and practice Illustrator techniques. Students will learn and experience issues with combining text and image.

-A poster must include the name of the band or musical performer. (You can also design a poster for a music festival or event that has multiple performers.)
-Date and time of the event, location of the event (Name of venue like "Gothic Theatre" and city), and additional information(Optional) should be included.

PROJECT 2.1 - Design Research
Perform research on Musical Posters and performers. Pick or make a performer. Collect images and poster designs to create a swipe board in an 18x12 artboard.

Submit a pdf.

WEEK 8 10/19, R	Project 1.4 **DUE** Project 2.1 **DUE**	**PROJECT 2.2 - Design Concept** Create 2 different thumbnail sketches and create two concept boards using sketches, color swatches & font.
WEEK 9 10/24, T	Project 2.2 **DUE**	**Crit** **PROJECT 2.3 - Design Completion** Choose one design concept, develop and finalize the graphics.
WEEK 9 10/26, R	Project 2.3 **DUE** Exercise 5 **DUE**	**Crit** **PROJECT 2.4 - Design Presentation** **Overview & Specifications** Review and revise your design then finish the poster design. **LECTURE - INTRODUCTION TO PUBLICATION DESIGN** **ADOBE TUTORIAL - GET TO KNOW INDESIGN** https://helpx.adobe.com/indesign/how-to/get-started-indesign.html **EXERCISE 5 - FORMAT TEXT** https://helpx.adobe.com/indesign/how-to/text-formatting-overview.html

WEEK 10	Exercise	EXERCISE 6 - PAGE LAYOUT COURSE
10/31, T	6 DUE	Complete the following tutorials. Submit the finished design in pdf.

Work with Layers

https://creativecloud.adobe.com/cc/learn/indesign/web/work-with-layers?locale=en

Work with Guides

https://creativecloud.adobe.com/cc/learn/indesign/web/margins-and-columns?locale=en

Make a flyer

https://creativecloud.adobe.com/cc/learn/indesign/web/make-flyer?locale=en

ASSIGNMENT 4 - MENU DESIGN

Overview & Specifications
In this assignment, you will pick a local restaurant, and redesign its menu.

ASSIGNMENT 4.1

Choose your local restaurant (Please do not choose well-known franchise restaurants). Acquir their existing menu (either online or printed version). Present your choice in the classroom with design commentary. Submit the acquired menu in pdf or jpg.

WEEK 10	Assignment	CRIT
11/2, R	4.1 DUE Project 2.3 DUE	**ASSIGNMENT 4.2**
		Create a Concept board with a choice of font, color, and 2 design references from web research.

WEEK 11	Assignment	
11/7, T	4.2 DUE	

WEEK 11		CRIT
11/9, R		**ASSIGNMENT 4.3**

Pick one design from 4.2 and finish the design in InDesign.
- Create and use at least three different text format styles.
- Must include photographic

| WEEK 12
11/14, T | Assignment
4.3
DUE | STUDIO |

WEEK 12
11/16, R

Exercise **7** DUE

STUDIO
LECTURE - FLATPLAN
CRIT

PROJECT 3 - MAGAZINE DESIGN
Overview & Specifications
In this project, you will design a 14- page(8 spread) letter size magazine. You may choose a topic for a magazine or create a fictional issue of an existing magazine. Your magazine must have

- Front & Back cover
- At least one Article
- Table of Contents
- Advertisement

PROJECT 3.1 - Design Research
Perform research on magazines of your topic. Analyze the characteristics of the magazine and collect writings and images. Complete and submit a research document(similar to the swipe board).
EXERCISE 7 - Magazine Layout (Set up a beautiful magazine layout)
https://helpx.adobe.com/indesign/how-to.html/aem_id~'playlist/indesign/graphic-design/layouts-graphics-projects'

WEEK 13
11/21, T

Project **3.1** DUE

PROJECT 3.2 - Design Concept

Create flat plans for your magazine with text and image frames with pencil on paper then develop it further with sample images and text in either illustrator or InDesign. The digital version must show the typographic and color concept. Submit them two different PDFs. You can use either illustrator or InDesign for this task.

WEEK 14
11/28, T

STUDIO

WEEK 14
11/30, R

Project **3.2** DUE

CRIT
STUDIO

WEEK 15
12/5, T

EXERCISE 8 - Work with master pages
https://helpx.adobe.com/indesign/how-to/master-pages.html

PROJECT 3.3 - Design Layout
Create an Indesign layout for each spread. Include document size, margin, grid and guides, frames, and alignment. Create appropriate master pages and apply them to the spreads. Submit an Indesign file with 3 different Master pages.

PROJECT 3.4 - Design Completion Presentation
Finalize your magazine design.

WEEK 15 12/7, R	Project 3.3 **DUE**	**STUDIO** **CRIT**
FINAL **EXAM**	Project 3.4 **DUE**	**FINAL SUBMISSION**