



Course Syllabus Scientific Illustration Fall 2019

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Meeting Days: A, B C and D Mod 5

Drawing and Illustration; with focus on Scientific and engineering will allow our students to conceive better models and ideas within the science departments, along with helping them to create their own imagines for scholastic works and research. By studying drawing and illustration the course will cover the history of illustration starting with the first illustrated manuscripts, through to Audubon and Charles Darwin. However, cultural differences are recognized, researched, celebrated, and imitated.

NOTE: Students are to bring a 1 or 2 inch three ring binder to class, along with a two pocket folder. Please be sure each has the student's name on the outside.

Essential Content:

Student Outcomes: Upon completion of this course, students will have completed the following:

- Develop vocabulary of Drawing and illustration terms and techniques.
- Develop an understanding of the principles of design and composition in relation to the drawing process.
- Develop hand lettering skills.
- Identify drawing techniques and styles.
- Effectively experiment with a variety of materials and techniques in drawing.
- Understand and draw scientific and engineering components.
- Organize drawings in a logical/ sequential manner.
- Compare and contrast drawing techniques and styles.
- Develop critique criteria and words in drawing techniques.

Drawing and Illustration projects are executed from the following techniques:

- Pen and Ink.
- Watercolor.
- Color Pencil
- Pencil
- Hand Lettering

SSLs and Outcomes:

Ia. Develop automaticity in skills, concepts & processes that support & enable complex thought:

Visual Arts classes: developing muscle memory and repetition in order to fabricate a piece of art.

Ib. Students construct questions which further understanding, forge connections, & deepen meaning.

Visual Arts classes: Students create rough sketches before creating artworks, then record their processes and subsequent changes in their sketchbooks and final drawings.

Id. Evaluate the soundness and relevance of information and reasoning.

Visual Arts classes: Students will explore subject matter, manage information and evaluate all acquired accurate facts prior to starting the drawing process. .

IIIa. Use appropriate technologies as extensions of the mind.

Visual Arts classes: selecting equipment & tools that will allow for creative endeavors.

IIIb. Recognize, pursue, and explain substantive connections within and among areas of knowledge; having the ability to recognize connections between the arts and other content-based curricula and cultural relationships to extend understanding and lifelong learning.

Visual Arts classes: Students see the importance of scientific illustration in developing drawing which portrays elements and artifacts where photography or photographs are not able to fully depict the subject.

IIIc. Recreate the “beautiful conceptions” that give coherence to structures of thought.

Visual Arts classes: Students create works of art that have been constructed by meanings that comes from within their subject or artifact. Students learn to recognize that all individuals have different constructions, styles and depictions and all are valid.

IVa. Construct and support judgements based on evidence. .

Visual Arts classes: Students will create illustrations based on scientific findings, research and evidence.

IVc. Students identify & characterize the composing elements of dynamic and organic wholes, structures, & systems.

Visual Arts classes: As students gain the experiences they need to be good artists technically, they learn that the resulting artwork is an embodiment of the art process and their artwork contains the essence of their subject or artifact.

Student Expectations:

- Students will understand that a safe, productive, and happy learning community depends upon the collaborative efforts of all in the art room.
- Students will not plagiarize images off the internet or in any printed media or they will be subjected to the Dean of Students for disciplinary actions (see Student Handbook)
- Students should be prepared to actively participate in class discussions and critiques, and demonstrate a willingness to receive and integrate constructive criticism. In the case of

tardiness or absenteeism, it is the responsibility of the student to determine what assignments and exercises were missed and complete them outside of class.

- All work in this class must be appropriate for a general audience.

Respect for Supplies:

- Always respect the tools we use in the process of making art - this includes conserving supplies.
- Always leave the art supplies in the art room unless you are given a 'take-out' pack for homework.
- Students will be held financially accountable for broken, lost, or misused supplies and equipment.

Safety and Sensory issues:

Creating art can pose sensory and safety issues. If there are situations in class where safety is a concern, instructor will instruct you how to deal with these in a safe manner. If you have any sensory issues with a project procedure, you must let me know immediately.

Clean-up:

We are a community and as such, should always be willing to clean up the area both for you and others when they need assistance

Assessment Philosophy:

Because this is a studio course in which production aesthetic awareness and capacity is the emphasis, assessment will be based upon a number of related factors. These factors include:

- Ability to follow instructions and meet deadlines.
- Ability to complete projects/assignments
- Tenacity (work ethic)
- Issues relating to craftsmanship
- Issues relating to creativity, aesthetics, and artistic originality
- Ability to work safely and clean up after oneself and pitch in with general studio cleanup
- Ability to self-reflect on one's own performance and/artwork
- Ability to conserve and recycle
- Ability to use and recognize appropriate terminology and procedures
- Issues relating to attendance and ethical behavior
- Ability to discuss artwork as it reflects aesthetics and social significance

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GRADING CRITERIA: Grades for the course will be determined in the following manner:

INSTRUCTIONAL STRATEGIES: (see below)

Demonstrations

Lectures

Critiques

GRADING CRITERIA: Grades for the course will be determined in the following manner:

50%: Classroom/Group Participation

- Portfolio Presentation
- Studio Projects
 - Concepts/objectives have been met
 - Completion of project
 - Creativity, originality
 - Proper craftsmanship
 - Developing manual and technical skills
 - Developing perceptual skills
 - Class Participation
 - Daily work habits Care of supplies and equipment
 - Time on task
 - Group interaction
 - Studio interaction
 - Studio activities participation
 - Attendance and promptness
 - Preparation for class (materials)
 - Cooperation

30%: Test, Quizzes, Individual Assessments

- Sketchbooks
- Homework

20%: Written Components

- Class critiques
- Research
- Self-evaluations
- Vocabulary
- Written critiques
- Exams
- Oral presentations Research

Pre-Assessments:

Most units will begin with a Pre-Assessment to determine unit content.

Formative Assessments:

Methods:

- One-on-one conversations
- Small group conversation
- Individual or group critiques

Summative Assessments:

- Summative Assessments will be given at the end of each unit or project using numerical grades in PowerSchool
- Some exams or quizzes
- Creative 'artifacts' produced by the student (assessments based upon specific criteria given to students at the beginning of each unit. Student will submit their own graded rubric along with their project.)
- Student will keep all their artwork/artifacts related to the course. This will be in digital format via an electronic portfolio.

GRADE SCALE:

A = 100-94%

A- = 93-90%

B+ = 89-86%

B = 85-83%

B- = 82-80%

C+ = 79-76%

C = 75-73%

C- = 72-70%

D = 69% >

Feedback and a grade will be shared for each assignment on a grade sheet. Questions about grades are welcomed at any time during the quarter.

- 50 points Participation
- 180 points Assignments 9 assignments at 20 points each
- 80 points Homework 10 points per assignment.
- 40 points Final paper
- 200 points Final project
- 20 points Critique papers, 5 points each
- 100 points Sketch book

20%: Written Components

- Class critiques
- Research
- Self-evaluations
- Vocabulary
- Written critiques
- Oral presentations Research

Sequence of Topics and Activities:

Week 1: Introduction to course, understanding materials and equipment. History of Illustration and its importance, review of what is illustration.

Class layout;

Class 1: Introduction to class, expectations.

Class 2: History of Scientific Illustration and its importance.

Class 3: Review of how research is done.

Class 4; Understanding and completing first research assignment. Reviewing how to get research complete and what to research for complete understanding of specimens.

Week 2: Sketching and pen drawing techniques: researching photography of artifacts, including plants, buildings and important designs/technology in history.

Class Layout;

Class 1; Pen techniques, hatching.

Class 2; Pen techniques sketching.

Class 3; Developing research

Class 4: Work in class.

Week 3: Understanding how perspective works in 1, 2 and 3 dimensions, and putting the theories into drawings.

Class layout;

Class 1; Demonstration on drawing in perspective.

Class 2; Demonstration on how to use perspective in illustration.

Class 3: In class work.

Class 4: In class work

Week 4: Understanding and drawing forms in nature and roots. Understanding and learning the art of hand lettering.

Class layout;

Class 1: Demonstration on hand lettering and how to use lettering guide.

Class 2; Practice in hand lettering.

Class 3; Demonstration on in drawing form in nature.

Class 4; In class work.

Week 5: Introduction to understanding color and color theory, learning to recreate color in the world in which we are exploring.

Class layout;

Class 1: learning about color theory.

Class 2: Introduction to creating colors in nature.

Class 3: Demonstration on how to use color pencils to create colors.

Class 4: Demonstration on how to layout illustrations by setting colors.

Week 6: Developing a field study of subject matter. Learning painting techniques and understanding the medium.

Class Layout:

Class 1: Understanding a field study and how to create one.

Class 2: working on a field study.

Class 3: Working with new mediums to create a field study.

Class 4: In class work.

Week 7: Understanding and creating tones and shadows; tones and shadows need to be imaged and created. Learning the purpose of the imagination to dictate the amounts of tones and shadows for subject and its usage.

Class layout;

Class 1: Demonstration on creating tones and shadows.

Class 2: Demonstration on using your own vision to create shadows that do not exist.

Class 3: In class work.

Class 4: In class work.

Week 8: Adding and understanding details and highlights. Learning when detail is needed and how much detail is required.

Class layout;

Class 1: Demonstration on details and highlights.

Class 2; In class work.

Class 3: Focusing on details and figuring out page placements.

Class 4; In class work

Week 9: Dissections and bisections. Understanding what they are and how they are used in the illustration process. How technology works with the drawings, learning how to use technology as added benefit to drawings.

Class layout;

Class 1; Learning how to use digital microscopes to upload bisections.

Class 2: Using microscopes to upload and view bisections for drawing.

Class 3: in class work.

Class 4; Producing works in computer labs, getting assigned stations and moving into the digital side of illustration.

Week 10: Understanding depth and perspective, within initial drawings, dissection and bisections.

Class layout;

Class 1; Pulling illustrations together in a cohesive layout.

Class 2: Working in class to finish drawings prior to scanning.

Class 3; Working with bisections for completion.

Class 4; In class work.

Week 11: Putting all the stages together. Understanding how all processes work together in completing a drawing. Learning how to put it together in InDesign to create an online page.

Class layout;

Class 1: In class work

Class 2: In class work

Class 3: Computer lab, layout in InDesign. Learning the program and page layouts.

Class 4: Computer lab, students working on layouts.

Week 12: In depth look into white artifacts' and how to create them in a color format, more on texture pattern and effects.

Class layout;

Class 1; Demonstration on textures and color within the textures.

Class 2; How to format an illustration in page layouts.

Class 3: In class work.

Class 4; In class work.

Week 13: Using multimedia techniques in drawings, and understanding complex forms.

Class layout;

Class 1; Photoshop demonstration on improving colors with an illustration

Class 2: Computer lab time for students to work on improving colors

Class 3: Working with using white within an illustration.

Class 4: In class work.

Week 14: Development of a portfolio, revisiting the importance of field studies.

Class layout;

Class 1; Working in computer lab for demonstration on portfolio development and work on final project.

Class 2: In class work.

Class 3: In class work.

Class 4; In class work.

Week 15: Working towards portfolio completion and final presentations.

Class layout;

Classes 1-4; Will be working class and computer lab to complete all works.

Week 16: Final project and portfolio.

Class layout;

Classes 1-4; Will be working class and computer lab to complete all works.

Week 17: Final project and portfolio.

Class layout;

Classes 1-4; Will be working class and computer lab to complete all works.

Week 18: Final portfolio and presentations.

Complete Calendars will be given out. Teacher has the right to make changes to projects and to calendars.

CHEATING & PLAGERISM

- Cheating is the act of obtaining or attempting to obtain credit for work by the use of dishonest, deceptive, or fraudulent means.
- Plagiarism is the act of taking ideas, words or specific substance of another and offering them as one's own.

Cheating, plagiarism, and falsification of student work, including documents will be submitted to Katie Berger for review.



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AGREEMENT

(please sign and return to the instructor)

I have received, read, and understand the course syllabus for Drawing and Illustration

The instructor has, within the structure of the class, explained the material contained within the syllabus.

Student Signature: _____

Printed Name: _____