



Studio Course Syllabus/Course Outline

Course title	Illustration Genres: Topic		
Course mnemonic	ILUS 305	Day + time	T 8:30AM - 11:20AM
Section number	S032	Term start date	January 4, 2022
Credits	3	Term end date	April 16, 2022
		Location	ONLN VCHAT MAIN B4170
Prerequisites	Completion of 54 credits		

Instructor Information

Instructor	Amory Abbott	Email	aabbott@ecuad.ca
Office number	B4152	Office hours	(see office door posting)
Office telephone	604-844-3800 local TBA		

Official Catalogue Course Description | www.ecuad.ca

This course varies in topic from section to section, and is repeatable for 3 credits so long as the thematic topic has changed. As a diverse field that spans print, screen, objects and environments both physical and virtual, illustration increasingly necessitates the ability to adapt. The topics and thematics offered on this course are designed to expose students to a range of unique approaches to illustration practiced within the field. Students will engage in problem solving and debate, research and experimentation. Topics and thematics have included: Allegory, Botanical Illustration, Children's Books, Concept Design, Comics, Editorial, Food, Illustrating Literature and Illustration Design, Sci-Fi, etc.

Each section of this course runs with a different topic. See here.

This course is subject to priority rules; see here.

Course Learning Objectives

1. Ability to develop ideas through a practice of persistence, patience, and commitment.
2. To understand illustration as a technical rendering process as well as a conceptual process.
3. Ability to take risks, innovate, and experiment with materials and substrates.
4. To foster a connection between creative endeavor and academic rigor.
5. To cultivate an understanding of illustration as a profession.
6. To demonstrate a thorough investigation of processes, materials, and ideas.
7. To understand the context and relationship of illustrated work to historical traditions, craft, and fine arts.

8. Ability to investigate, interpret, understand, and apply art, cultural, political, and historical awareness to personal work.
9. Develop reasoning skills to discern relevant questions.
10. Ability to articulate where their work is in the context of historical, cultural, and contemporary art.
11. To apply critical analysis to the realm of illustration and pictorial accompaniment to narrative.
12. Engage in critical discourse that demonstrates a thorough understanding of their work.

Additional Course Information

ILUS 305 Illustration Genres Topic: Myth and Symbolism in Illustration

In this Genres section of ILUS 305, we will be addressing the function of visual storytelling and metaphor in illustration. Using mythology and folktales as a basis for exploration, students will look at how symbolism, iconography, the indexical, and gestalt theories influence the way images communicate. Research in this course will include classic mythology, religious and spiritual manuscripts, fantasy and science fiction, the esoteric and occult, and unexplained phenomena to develop a deeper understanding of how symbolic imagery can hold powerful contextual and conceptual meaning, connect deeply with viewers, and tell entire stories within a single frame. Weekly projects will engage students in professional illustration formats like tarot cards, religious iconography, propaganda posters, one-sheets in entertainment, fiction covers, and more. Students will complete this course with a stronger research practice, more critical eye for context and concept, and a sharper sense of intention and responsibility for the work they create.

Required Texts, Materials and/or Equipment

(See Moodle Page)

Evaluation Criteria

Grading Criteria for Assignments:

There are 6 Assignments each worth 50 points toward your final grade. There are five methods of criteria that collectively determine your grade for each assignment:

- 1) Conceptual Development: The effort you put into the idea itself, typically at the beginning of the assignment. Before developed sketches, the conceptual period determines the quality of the ideas/messages/stories that are being communicated through the work.
- 2) Sketch Exploration: The time you spend developing ideas through thumbnail iteration, annotated rough sketches, and refined sketches that inform the final.
- 3) Execution of Final: The technical quality and effort evident in the final artwork and how it is presented.
- 4) Acceptable completion of the work by the deadline: Your ability to manage workflow throughout the assignment in order to arrive with a completed final by the deadline indicated in your assignment sheet.
- 5) Participation: The amount and quality to which you engage in discussions about yours and other's work, during focus groups, individual meetings, and group presentations and critiques.

How Final Grades are Calculated:

Point scores from all 6 Assignments will be added together, and then divided by the total combined 300 points possible. This will determine your grade percentage, which determines your final grade letter.

Evaluation Criteria for Syllabus:

Assignment 1 50pts

Assignment 2 50pts

Assignment 3 50pts

Assignment 4 50pts

Assignment 5 50pts

Assignment 6 50pts

TOTAL 300pts

Course Expectations

You can expect to invest 6-8 hours per week on materials and activities related to this 3-credit course. Some of this time will take place in our real-time meetings once per week. The rest will take place on our course Moodle site through review of texts and materials, completion of activities, and participation in online discussion forums.

Attendance + Participation

Online classes require regular interaction to create a positive learning environment: you should expect to check into the course Moodle site every day and post to the weekly discussion forums by the due dates as outlined. Students who regularly post late or fail to post to required forums and assignments not only hurt their own chances of success, but also diminish the learning experience for all students in the class.

As in a face-to-face class, all students are expected to arrive on time and be prepared to engage in the work of this class for any scheduled real-time meetings.

Late Assignments

Late assignments can be submitted via Moodle up to two weeks after the assignment due date. Assignments will not be accepted more than two weeks after the assignment deadline and you will be assigned a grade of zero (0).

Communication

Students are responsible for regularly checking their ECUAD email and our class Moodle site for updates regarding the course. All questions related to course content should be posted on our class Moodle site in the General Questions forum: content related questions will not be answered via email. For communications requiring privacy, students can contact me directly via email or attend my virtual office hours. I attempt to respond to emails within 2 business days, but I rarely reply to emails on weekends.

Classroom Etiquette

The success of our online class depends on trust, respect and mutual support. Students are responsible for contributing to an inclusive learning environment free of bullying, harassment and discrimination. This includes addressing classmates using their preferred names and pronouns in online discussions, and remembering that not all students have access to the same privileges and experiences. As a gesture of respect to classmates, students are encouraged to participate in class discussions, critiques and activities thoughtfully and generously.

Privacy

Protecting your personal information in this online course is important. We will be using Moodle as our course site, which is a highly protected online space. At any time that we are sharing information through other online platforms that may be more public, you will be notified of any potential privacy considerations. Any video recordings of our class meetings, presentations or critiques will be shared only via Moodle and will be destroyed at the end of the course.

Important dates

January 4, Tuesday - University reopens

January 4, Tuesday - Spring semester classes begin

February 21, Monday - Family Day: University closed

February 22-26, Tuesday to Saturday - Study week: No Classes

April 2, Saturday - Last day of regularly scheduled classes

April 4, Monday - Classes rescheduled from Monday, January 3 - Monday classes only (Last day of rescheduled classes)

April 5-8, Tuesday to Friday - Design review + assessment week - final critiques

April 5-8, Tuesday to Friday - Review Panels for Visual Arts, ILUS, PHOT, NMSA, FVIM, FMSA, ANIM, CGIA, CRCP

April 11-14, Monday to Thursday - Assessment + grading week

April 15, Friday - Good Friday: University closed

April 16, Saturday - Spring semester ends

April 18, Monday - Easter Monday: University closed

April 20, Wednesday - Grades due at 12pm

May 6, Friday - Graduation Preview night (TBD)

May 7, Saturday - Graduation ceremony and exhibition opening (TBD)

Class Schedule

The weekly schedule below is subject to change as the course progresses. Two weeks' notice for any major changes to this schedule or assignment deadlines will be given via email and Moodle. Please consult the course Moodle site for the most up-to-date schedule.

Jan 4

Week 1: The Ordinary World

We see the hero's normal life at the start of the story before the adventure begins.

- Greetings
- Reviewing the Weekly Schedule: Christopher Vogler's *The Writer's Journey*
- Week 1 discussion: The Ordinary World
- Introduce Assignment 1: *The Two Plots*

Homework

- Assignment 1: Part 1

Jan 11

Week 2: The Call to Adventure

The hero is faced with an event, conflict, problem, or challenge that makes them begin their adventure.

- Week 2 discussion: The Call to Adventure
- Breakout groups/rooms for Assignment 1
- Assignment 1: plans for the final

Homework

- Complete Assignment 1 Final Artwork

Jan 18

Week 3: Refusal of the Call

The hero initially refuses the adventure because of hesitation, fears, insecurity, or any other number of issues.

- Assignment 1: Presentations
- Week 3 discussion: Refusal of the Call
- Introduce Assignment 2: *The Hero with a Thousand Faces*

Homework

- Assignment 2: Part 1

Jan 25

Week 4: Meeting the Mentor

The hero encounters a mentor that can give them advice, wisdom, information, or items that ready them for the journey ahead.

- Week 4 discussion: Meeting the Mentor
- Breakout groups/rooms for Assignment 2
- Assignment 2: plans for the final

Homework

- Complete Assignment 2 Final Artwork

Feb 1

Week 5: Crossing the Threshold

The hero leaves their ordinary world for the first time and crosses the threshold into adventure.

- Assignment 2: Presentations
- Week 5 discussion: Crossing the Threshold

- Introduce Assignment 3: *Inside the Borders*

Homework

- Begin Assignment 3

Feb 8

Week 6: Tests, Allies, and Enemies

The hero learns the rules of the new world and endures tests, meets friends, and comes face-to-face with enemies.

- Week 6 discussion: Tests, Allies, and Enemies

- Breakout groups/rooms for Assignment 3

- Assignment 3: plans for the final

Homework

- Complete Assignment 3 Final Artwork

Feb 15

Week 7: The Approach to the Inmost Cave

The initial plan to take on the central conflict begins, but setbacks occur that cause the hero to try a new approach or adopt new ideas.

- Assignment 3: Presentations

- Week 7 discussion: The Approach to the Inmost Cave

- Introduce Assignment 4: Horoscopes, *Astrology & The Zodiacs*

Homework

- Begin Assignment 4

Feb 22

Study Week - NO CLASS MEETING

Homework

- Complete Assignment 4 Final Artwork

Mar 1

Week 8: The Ordeal

Things go wrong and added conflict is introduced. The hero experiences more difficult hurdles and obstacles, some of which may lead to a life crisis.

- Assignment 4: Presentations

- Week 8 discussion: The Ordeal

- Introduce Assignment 5: *Iconography and the Occult*

Homework

- Assignment 5: Part 1

Mar 8

Week 9: The Reward

After surviving The Ordeal, the hero seizes the sword - a reward that they've earned that allows them to take on the biggest conflict. It may be a physical item or piece of knowledge or wisdom that will help them persevere.

- Week 9 discussion: The Reward

- Breakout groups/rooms for Assignment 5

- Assignment 5: plans for the final

Homework

- Complete Assignment 5 Final Artwork

Mar 15

Week 10: The Road Back

The hero sees the light at the end of the tunnel, but they are about to face even more tests and challenges.

- Assignment 5: Presentations
- Week 10 discussion: The Road Back
- Introduce Assignment 6: *The Illustrator's Journey*

Homework

- Assignment 6: Part 1

Mar 22

Week 11: The Resurrection

The climax. The hero faces a final test, using everything they have learned to take on the conflict once and for all.

- Week 11 discussion: The Resurrection
- Breakout groups/rooms for Assignment 6
- Assignment 6: plans for the final

Homework

- Complete Assignment 6 Final Artwork

Mar 29

Week 12: The Return

The hero brings their knowledge or the "elixir" back to the ordinary world.

- Assignment 6: Presentations
- Week 12 discussion: The Return - Course Review
- Final Documentation Database

University Services

Academic Advising

Academic advisors can help you plan your education at Emily Carr, including understanding program requirements, selecting Majors or Minors, planning your course registration, or finding answers to policy-related questions. https://www.connect.ecuad.ca/studentsservices/academic_advising/meeting_with_advisor#Appointments

Accessibility and Accommodations

Emily Carr is committed to offering a learning environment that is accessible to all learners. Students with disabilities (speech, hearing, visual, physical, mental health or neurological), chronic health issues or acquired brain injuries are eligible for learning accommodation support through Accessibility Services. <http://www.ecuad.ca/studentsservices/accessibility>

Counselling

Professional and confidential counselling and therapy are available at no charge to any student having concerns of a personal nature. Please contact us by phone 604.630.4555, email couselling@ecuad.ca, or via our appointment booking website: <https://ecuaccess.mywconline.com>

Library

The Emily Carr Library offers an excellent collection of physical and digital materials to support your learning. <http://ecuad.ca/library>

Media Resources

The Media Resources department lends out a variety of equipment to Emily Carr students, staff and faculty. Equipment includes many types of film, video and photography cameras, audio recorders, an assortment of microphones and lighting kits, keys for accessing video editing suites and presentation display equipment. <https://www.connect.ecuad.ca/resources/techservices/mediareources/requestforms>

Students' Union

The Emily Carr Students' Union (ECSU) is an independent organization that provides advocacy for students, hosts events, and supports important student collectives, clubs and initiatives. www.ecsu.ca

Technical Services

Many studio classes require the safe and responsible use of equipment and materials in our studios. The Technical Services area can support your learning through safety orientations, technical demos, and an equipment-lending service (the Tool Crib). <http://www.ecuad.ca/resources/techservices>

The Writing Centre

The Emily Carr Writing Centre offers free writing support to all students. Book individual appointments with a highly trained tutor: <http://blogs.eciad.ca/wc>

University Policies

All Emily Carr University policies are available online at <https://www.ecuad.ca/about/leadership-and-governance/policies>. Students are encouraged to familiarize themselves with all academic policies, but in particular the policies below.

Academic Integrity

Academic Integrity is understood as producing work in a way that acknowledges the contributions of others in the design, creation, production, writing, etc. of any work. If you make something for a class and what you make incorporates the work or unique ideas of others, then it is your responsibility to document and acknowledge this appropriately.

Any action or behaviour that violates Academic Integrity such as cheating, plagiarism, re-submission of work for credit in more than one class, or unauthorized collaboration is considered a serious offence of academic misconduct and may result in serious academic consequences. Please consult University policies 4.17 Academic Integrity and 4.17.1 Procedures for Cases of Academic Misconduct for more information.

Grading and Grade Appeals

All Emily Carr courses assign grades based on University policy 4.16 Assessment and Academic Standing Policy. Students have the right to appeal a final grade according to the procedures outlined in University policy 4.5 Student Grade Appeal.

Student Conduct

All students must abide by the standards of conduct outlined in University policies 4.6 Student Conduct, 8.6 Harassment, Bullying and Discrimination, and 3.6 Sexual and Gender-based Violence and Misconduct. The University takes violations of these standards very seriously and may initiate disciplinary proceedings.