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**Course Outline for VCOM 59
ILLUSTRATOR II FOR DESIGN
Effective: Fall 2009**

I. CATALOG DESCRIPTION:

VCOM 59 — ILLUSTRATOR II FOR DESIGN — 6.00 units

Technical and design skill development course using the latest version of Illustrator at the intermediate to advanced-level to render 2- and 3-D digital drawings, illustrations, graphs and animations. Emphasis on intermediate- through advanced-level techniques and tools used to create image files suitable for print and screen. Design principles emphasized to create effective output through computer-based composition. Course includes minimum of one project contracted through the Design Shop—the Visual Communications Program business that mirrors an industry-standard creative design agency. Design Shop client attends class to participate in briefing, Q & A, presentation, feedback and critique sessions.

2.00 Units Lecture 4.00 Units Lab

Prerequisite

VCOM 54 - Illustrator I for Design
with a minimum grade of C

Strongly Recommended

GDDM 50 - Graphic Design/Digital Media Fundamentals
and

GDDM 51 - Color Theory for Design
and

GDDM 52 - Introduction to Typography

Grading Methods:

Discipline:

	MIN
Lecture Hours:	36.00
Lab Hours:	216.00
Total Hours:	252.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:

Before entering the course a student should be able to:

A. VCOM54

1. Work in the Illustrator interface at the most basic level with facility;
2. Manage new and existing Illustrator documents: set-up/launch, retrieve, save for print and screen, cross-platform;
3. Draw and edit closed and open paths using the pen tool with appropriate selection tools;
4. Perform basic-to-intermediate level digital drawing, type and editing tasks using the following Illustrator toolbox tools: Fill, Stroke, Selection, Type, Shape, Transformation (e.g., rotate, scale); Palettes: Layers, Colors, Swatches, Gradient, Stroke, Transform (Objects), Brush, Align; and Menu Items: File, Edit, Object, Type, Select, Window, Help;
5. Generate new, import and/or manipulate multi-layer digital images for print and web using Illustrator;
6. Describe the difference between raster (bitmapped) and vector (object-oriented) images and when and why to use Illustrator;

Before entering this course, it is strongly recommended that the student should be able to:

- A. GDDM50
- B. GDDM51
- C. GDDM52

IV. MEASURABLE OBJECTIVES:

Upon completion of this course, the student should be able to:

- A. Use Illustrator at the advanced level to perform drawing, type, graphing, animation and painting tasks, with greater speed and

- accuracy;
- B. Access and use all Illustrator Tools, Palettes, Features and Menus at the advanced level;
- C. Use Illustrator at the advanced level to create technically correct digital files suitable for print and screen;
- D. Use Illustrator together with other Adobe Creative Suite applications when applicable: Bridge, Photoshop, InDesign, Acrobat Professional;
- E. Use Illustrator to create the illusion of two-and three-dimensional forms in black & white and color;
- F. Use Illustrator at the advanced level to draw representational imagery with correct perspective;
- G. Demonstrate originality and creative abilities;
- H. Demonstrate evidence of further growth in skills related to professionalism in presenting completed work;
- I. Troubleshoot at the advanced level.

V. CONTENT:

- A. Getting started
 - 1. Review fundamental tools and techniques
 - 2. Overview of new Illustrator features
 - 3. Introduction to Bridge
 - 4. Advanced document and color setup and management for print and screen
 - 5. Shortcuts: Working smarter and faster
 - 6. Use of appearance and inspector palettes
 - 7. Advanced layers techniques
 - 8. Use of target radial button
 - 9. Use of selection area
 - 10. Rasterizing images and objects
 - 11. Working with artistic effects including Live Trace and Live Paint
 - 12. Creating multiple strokes and fills
 - 13. Creating and saving Brushes, Smart Objects and Patterns
 - 14. Advanced type manipulation techniques
 - 15. Masking
 - 16. Digital composition: line, color, texture, shape, and type
 - 17. Gradient mesh tool to create the illusion of 3-dimensional and realistic imagery
 - 18. Drawing in Perspective
 - 19. Transferring and controlling attributes: Eyedropper/Paint Bucket
 - 20. Working with multiple pages in a document
 - 21. Working with Transparency
 - 22. Creating and saving Libraries and Styles
 - 23. Creating and saving web graphics and animations
 - 24. Working with multiple color palettes
 - 25. Graphs
 - a. Create
 - b. Format
 - c. Excel and Illustrator
- B. Use graphical elements
- C. Pre-press setup and proofing
- D. Pre-web setup and proofing
- E. Pre-animation setup and proofing
- F. Saving and exporting files for a variety of media
- G. Interface with other Adobe Creative Suite applications
- H. Troubleshooting
- I. Review from VCOM 50: A Guide to presentation, critique or feedback in design
 - 1. Strategy and concept development
 - 2. What is the purpose of the design?
 - 3. What information must be communicated?
 - 4. Does the design meet the objectives?
 - 5. What is the design concept?
 - 6. Does the design concept fit the strategy?
 - 7. Design
 - a. Did the designer use principles of graphic space such as balance, emphasis, rhythm and unity?
 - b. Did the designer experiment? Did the designer take a creative leap or produce a competent piece?
 - c. What visuals were used and why?
 - d. What point of view was expressed, if any?
 - e. What creative approaches were employed?
 - f. Is the design solution (e.g., design, color, type, style, personality) appropriate for the client's product/service? Can you suggest improvement(s) to the next iteration?
 - 8. Craft
 - a. Did the techniques and materials used best represent the design concept?
 - b. Is it well-crafted?
 - c. It is presented professionally and appropriately?

VI. METHODS OF INSTRUCTION:

- A. **Lecture** -
- B. **Demonstration** -
- C. **Discussion** -
- D. Practical exercises on and off the computer
- E. **Field Trips** - to industry seminars, conventions and conferences if available
- F. Viewing examples of student and professional work
- G. Computer lab time with direct instructor and cooperative peer support
- H. Student critique sessions
- I. Peer-to-peer discussion of technology techniques
- J. Tutorials and self-paced assignments in Help, textbook and online

VII. TYPICAL ASSIGNMENTS:

- A. Midterm Project: Creating an illusion of realism 1. Usage: Print and Web 2. Background: Crate and Barrel's art director is developing the summer catalog for print and web. You have been hired to design the front cover illustration, and then re-purpose it for use on the Crate and Barrel website. Your work will be informed from a provided photograph. (Retrieve file named "Sherbert" from server.) 3. Brief: Render the illustration as realistically as possible using your own drawing style. 4. Research: Trends in seasonal colors; target audience needs; competitive markets; NOTE: Crate and Barrel's target audience is a diverse, well-educated, 25-45 year-old upscale female. 5. Criteria and Instructions: a. Informative Image: Place and embed scanned image "sherbert": glass filled with beverage, ice, fruit, garnish and umbrella. b. Draw Objects:

Name and use separate layers for items described above. c. Palette: Use CMYK only; delete all unused colors. Keep target audience and illustration content in mind when creating swatches. d. Tools and techniques: Use the following at least once in the illustration: brushes, transparency, artistic effects, gradients, gradient mesh. e. Rendering: Draw in your own style using as many principles and elements of design as necessary, while not losing realistic quality. f. Text: On a separate layer: typeset and layout header, "Summer Sipper." Select an appropriate font, create any type effects desired, use type to enhance illustration. Text MUST be legible. g. File Preparation for Print: Delete scanned image from file; rename document "sipper1yourlastname" and save as native file for prepress. Print color separations with crop marks and bleeds. Print composite color proof and mount on matte board. h. Presentation: Prepare a 2-minute presentation to the client using appropriate visual communications terminology when describing your conceptual process. 6. Your grade will reflect your overall presentation and your professionalism in presenting your completed work. B. Written and hands-on project: Assignment is in two phases. 1. Part One: Research and write definitions of the following terms. Include descriptions of how, why and when each is used. a. Live Blend b. Glyphs c. Blending Modes d. Envelopes 2. Part Two: Create a "Show and Tell" Poster. a. Design an 11" x 17" illustrative poster with the theme "Show and Tell" b. Illustrate how to use Live Effects, Glyphs, Blending Modes and Envelopes by incorporating drawings and text that use these 4 techniques applied within your composition. c. Create and typeset descriptive text d. Incorporate any principles and elements of design that will enhance the theme and the poster as a whole. e. Print and mount. f. Prepare for and deliver presentation.

VIII. EVALUATION:

A. **Methods**

1. Exams/Tests
2. Quizzes
3. Papers
4. Oral Presentation
5. Projects
6. Home Work
7. Class Performance
8. Other:
 - a. Methods
 1. Written assignments
 2. Design exercises and projects including presentation, discussion and critique sessions
 3. Critical analysis of assigned work; problem-solving exercises, including performance and final exam
 4. Quizzes
 5. Observation of homework solutions based on readings, tutorials and exercises in required text.
 6. Review and evaluate student's assigned projects, their comprehension and application of the terms and concepts listed above.

B. **Frequency**

1. Frequency
 - a. Weekly and biweekly exercises
 - b. Bi-weekly projects and presentation, oral and visual
 - c. Two performance exams and one final exam/project including presentation and critique
2. Examples
 - a. Through observation in lab and hands-on projects demonstrate:
 1. increased ability to use Illustrator at the intermediate to advanced level to perform drawing, type, graphing, animation and painting tasks, with greater speed and accuracy;
 2. increased ability to access and use all Illustrator Tools, Palettes, Features and Menus at the advanced level;
 3. ability to use Illustrator at the advanced level to create technically correct digital files suitable for print and screen;
 4. increased ability to use Illustrator together with other Adobe Creative Suite applications when applicable: Bridge, Photoshop, InDesign, Acrobat Professional;
 5. ability to use Illustrator to create the illusion of two-and three-dimensional forms in black & white and color;
 6. ability to use Illustrator at the advanced level to draw representational imagery with correct perspective;
 7. ability to use Illustrator at the advanced level to create technically correct digital files suitable for print and screen;
 8. further growth in originality and creative abilities when designing compositions;
 9. further growth in ability to use design principles in relationship to digital image drawing, illustration and composition;
 10. evidence of further growth in skills related to professionalism in presenting completed work.

IX. TYPICAL TEXTS:

1. Botello, Chris *Adobe Illustrator CS3 Revealed*. Deluxe Educat ed., Thomson Course Technology, 2006.
2. Online tutorials. e.g., www.adobe.com/tutorials and Illustrator Help.
3. Design publications, e.g., How, Layers, Communication Arts, Print
4. Attendance at seminars and conventions as appropriate

X. OTHER MATERIALS REQUIRED OF STUDENTS:

- A. Required list of supplies to complete all of the assigned studies.