SYLLABUS

ILLUSTRATION CAPSTONE
Students will spend the semester creating a long form visual story. The source material for this story should originate outside of yourself. Authorship can be a part of what you make, but the primary orbit of your project should be around an existing source. Examples: stories, songs, legends, myths, historical events, books or other documented texts. Using either nonfiction (either through reportage or existing research) or fiction source materials, students will produce a single narrative in the form of an sequential illustrated book, graphic novel/mini-comic or sequential digital experience. The project will be expansive and cover a large range of professional practices, from visual conceptual development to final execution.

COURSE GOALS
This course will be devoted to the development and production of a visual book or substantial illustrated feature based on observation, research and reporting. The student will be asked to select a subject, produce descriptive writing and visual research in advance of producing the final product.

The final visual story can be made in two different formats, either a book or a digital experience. The running text of the project should be limited and very efficient.

PLANNING YOUR PROJECT
1. Content Development
2. Visual Development
3. Design Development
4. Production and Assembly
5. Delivery

REQUIRED TEXTS, MATERIALS, SOFTWARE OR EQUIPMENT
- No required technical equipment
- Any assigned readings will be handed out during class
- This document will be available on Canvas

COURSE FEES
Printing Fees: $140
Materials Fees: $10

DAILY WORK/HOMEWORK
Students are expected to work on their projects between class periods, roughly equivalent to your in-class contact time (6 hours).

MAJOR ASSIGNMENTS: DESCRIPTIONS
This course will have only one official assignment, the creation and execution of your Illustration Capstone project.

CLASS PARTICIPATION
Students are expected to be present and prepared to engage with their faculty and peers during class time and critique. This, and bringing the requested sketches, writing and process work assigned between class periods will be a large part of your participation assessment.

CRITIQUES/END OF THE SEMESTER REVIEWS
Each student in the illustration Capstone will be required to present their work at the end of the semester Capstone Review to a panel of external evaluators.

COURSE GRADING
As the semester progresses, you will receive verbal critique during the work process. Your work will be assessed by measuring effort and growth in the areas of concept, process and execution. Course grades will be issued at the end of the semester by evaluating your body of work as a whole using both the final project and class participation.

EXPLANATION OF GRADING SYSTEM
You will receive a grade in this course, through evaluation of the criteria listed above. Final grades will be based on the following:

A Work of exceptional quality, which often goes beyond the stated goals of the project. "A" level work must excel in all three areas of concept, process and execution. In this class you will not get an "A" from merely completing the project on time, working hard and having great attendance. This class is a studio, and it requires more than checking boxes. All projects will be graded on both engagement of the process and the final output. The criteria used to evaluate your work are not relative (curved for the individual class), but drawn from professional standards.

B Very good work that solves the problem and demonstrates full understands the course material. Shows success in at least two areas of concept, process and execution. This is a good grade to get in a studio course where you are learning new skills and trying things for the first time.
C. Average work that indicates a basic understanding of the course material; passable. Satisfactory completion of a course is considered to be a grade of C or higher. Shows learning in at least one area of concept, process or final execution.

D. Below average work that indicates a student does not fully understand the assignments or lacks growth in all three area's of concept, process and execution. Marginally acceptable for progress in curriculum.

F. Failure, not acceptable for progress in curriculum, unacceptable deficiencies in progress or final product.

STATEMENT OF GRADING APPROACH OR PHILOSOPHY
Your final grade will be determined by your investment in each of the four assignments, and class participation.

- Capstone: 90% of final grade
- Projects, including process = 95%
- Class Participation = 5%

COURSE-SPECIFIC SUPPORT OR SUPPLEMENTARY INSTRUCTION
You can meet with Professor Hendrix by appointment by email, or attend the optional lab session on Monday evening.

COURSE POLICIES AND RESOURCES FOR STUDENTS

INCLUSIVE LEARNING ENVIRONMENT STATEMENT
Professors require that all interactions in class will be civil, respectful, and supportive of an inclusive learning environment for all students. I would encourage students to speak to the professors or an advisor about any concerns they may have about classroom participation and classroom dynamics.

The best learning environment—whether in the classroom, studio, laboratory, or fieldwork site—is one in which all members feel respected while being productively challenged. At Washington University in St. Louis, we are dedicated to fostering an inclusive atmosphere, in which all participants can contribute, explore, and challenge their own ideas as well as those of others. Every participant has an active responsibility to foster a climate of intellectual stimulation, openness, and respect for diverse perspectives, questions, personal backgrounds, abilities, and experiences, although instructors bear primary responsibility for its maintenance.

A range of resources is available to those who perceive a learning environment as lacking inclusivity, as defined in the preceding paragraph. If possible, we encourage students to speak directly with their instructor about any suggestions or concerns they have regarding a particular instructional space or situation. Alternatively, students may bring concerns to another trusted advisor or administrator (such as an academic advisor, mentor, department chair, or dean). All classroom participants—including faculty, staff, and students—who observe a bias incident affecting a student may also file a report (whether personally or anonymously) utilizing the online Bias Report and Support System.

ATTENDANCE POLICY
Attendance is mandatory, and will be documented for all course meetings. Sam Fox students are expected to arrive ready to participate and be fully engaged in the day's coursework during the entire scheduled class period. Participation in major critiques and reviews by all students is essential to the development of all of students. Failure to do so will have an impact on your final grade.

Following university policy, class will begin promptly with the start time listed in the undergraduate bulletin. Students are allowed two unexcused absences. After two unexcused absences, students will receive one full letter grade penalty for each subsequent absence. Three late arrivals and/or early departures will equal one absence. If a student misses more than 20 minutes of a class, they are considered absent. Missing a review or critique equals two absences. If a student must miss a critique, please inform the professor beforehand. Any student who misses class is responsible for contacting a fellow student to find out what they missed, for making up all work, and for being prepared for the next class. Note that an absences is not excused simply by contacting the professor. Excused absences must be approved with the Dean of Students and the professor for illness, death in the family or other health issues. In the case of severe medical or family emergencies, contact the Dean of Students Georgia Binnington as soon as possible: gbinning@wustl.edu, 314-935-6532.

1. Penalties for Late Work And Requests For Extensions
Any work that is submitted past the critique date will be lowered by one full letter grade for each day late. Extensions will be granted only in extreme cases of illness, family bereavement or documented jury duty.

2. Policies on Missed Exams, Make-Up Exams Or Quizzes
Any missed quiz or exam will only be made up with an excused absence, confirmed by the Dean of Students.

3. Regrading Policy
Any project completed during the semester can be re-worked after the critique and resubmitted during the final review at the end of the semester.

4. Grade Dispute Policy
The Sam Fox School aims to provide each student with a fair assessment of their academic work and studio. Students have the right to dispute their overall course grade (not individual assignments) if they believe that grade does not accurately reflect the quality of their work. A grade dispute must be submitted to the faculty member who assigned the grade within 30 days of receipt of the grade. The School stresses that every effort to resolve this dispute be made by the faculty and student involved. A student's eligibility for advancement in sequential coursework requires timely resolution of the grade dispute.
5. Technology Policies
Computers or other electronic devices, including "smart pens" (devices with an embedded computer and digital audio recorder that records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These activities include taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices is at the discretion of the instructor, unless this use is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices for other coursework is distracting and seriously disrupts the learning process for other people in the classroom. Neither computers nor other electronic devices are to be used in the classroom during class for nonacademic reasons or for work on other coursework. Nonacademic use includes emailing, texting, social networking, playing games, instant messaging, and use of the Internet. Work on other coursework may include, but is not limited to, use of the Internet, writing papers, using statistical software, analyzing data, and working on quizzes or exams. The nonacademic use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation or attendance points, a loss of the privilege of device use in the classroom, or being asked to leave the classroom.

The Sam Fox School Information Technology Infrastructure has many services for your benefit. Visit https://sites.wustl.edu/insidesfs/it/ for more information.

6. License for Non-Exclusive Right To Reproduce And Distribute
John Hendrix and Washington University have non-exclusive right to reproduce and distribute work produced in this class as part of a publication or body of work, which may include products from this course or other works. Students retain ownership of all rights held under copyright. This permission is revocable for 3 months following the conclusion of this course via notification in writing to John Hendrix.

7. Ethics/Violations of Academic Integrity
Ethical behavior is an essential component of learning and scholarship. Students are expected to understand, and adhere to, the University’s academic integrity policy: wustl.edu/policies/undergraduate-academic-integrity.html. Students who violate this policy will be referred to the Academic Integrity Policy Committee. Penalties for violating the policy will be determined by the Academic Integrity Policy committee, and can include failure of the assignment, failure of the course, suspension or expulsion from the University. Additionally, students should if you have any doubts about what constitutes a violation of the Academic Integrity policy, or any other issue related to academic integrity, please ask the instructor.

- Always cite sources when ideas are presented and/or language that was developed by another individual, including material from class lectures and discussions.
- Violation of this policy includes collaborating on assignments where collaboration is not allowed and/or utilizing notes, texts, etc. on any assignment where use of such materials is not allowed.
- Studio behavior/conduct expectations should be added in this section by the instructor if applicable.
- In artistic works, plagiarism can involve the following. 1. A one-to-one copy of existing drawings/images. 2. Borrowing stylistic tropes and common thematic elements in order to lift a stylistic voice. (style-jacking).

8. English Language Proficiency
If English language proficiency is such that the student may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to the instructor who may refer the student to the English Language Program (ELP). ELP is a University-wide resource that provides classes and academic English language support designed to increase non-native English-speaking students' English language proficiency and to facilitate their academic success at Washington University. Other Academic Assistance resources are available through the Office for International Students and Scholars.

9. Religious Holidays
The Sam Fox School of Design & Visual Art recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

RESOURCES FOR STUDENTS
For information on all available student resources, including disability accommodations, campus safety, mental health resources, writing assistance, grievance procedures, and much more, please go to https://insidesamfox.wustl.edu/students/advising/student-campus-resources/

SAFETY
Emergency Numbers (on campus)
Ambulance/Fire/Police: 314-935-5555
Emergency Health Service: 314-935-5555

URGENT CARE
Student Health Services utilizes Barnes Jewish Hospital Emergency Department, which is located on Kingshighway. Call 314-362-5000 to reach the hospital.

ACCOMMODATIONS BASED UPON SEXUAL ASSAULT
The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary
action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Coordinator. If you would like to speak with the Title IX Coordinator directly, Ms. Kennedy can be reached at (314) 935-3118, jwkennedy@wustl.edu, or by visiting her office in the Women’s Building. Additionally, you can report incidents or complaints to Tamara King, Associate Dean for Students and Director of Student Conduct, or by contacting WUPD at (314) 935-5555 or your local law enforcement agency.

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-8761 or visiting the 4th floor of Seigle Hall.

BIAS REPORTING
The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu

MENTAL HEALTH
Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See: shs.wustl.edu/MentalHealth

MAJOR DATES FOR CAPSTONE
Mon. December 2nd: Capstone proposal brief due to your seminar faculty member.
Fri. December 13: Deadline to get capstone brief approved before winter break.
Mon. January 13: First week of class, come prepared to present your project to your class. Can include a concise creative brief, outline of project, content (proposed chapters, sections, overall organization and sequence of information), and any preparatory sketches done over winter break.
March 9-13: Spring Break
Final Date APRIL 10: LOCK UP DAY! Failure to meet this deadline will result in exclusion from senior show and/or failing the course.
Fri. April 17: Poster Printed/Turned in to 009 Steinberg
Sun. April 19: Installation Day, 2-4pm, Steinberg Gallery
Mon. April 20- Thurs. April 24: Capstone Presentations. Students will present their work to a panel of faculty, professionals, and visiting guest critics.
Thurs. April 23, 2019: Opening presentation for public, 5:30-7:30pm, hanging of BFA show afterwards.
Friday, May 1: Blueberry Hill Senior Night with Faculty
Lecture Attendance Requirement

As part of your participation grade you will be required to attend three presentations from the Sam Fox School Lecture Series. Below you will find a list of the lectures I would recommend you attend. These were selected as they relate to our conversations in Digital Design most directly. That said, we would highly recommend attending other selections from the SFS Lecture Series, as all speakers are world class artists, art historians and architects.

REQUIRED LECTURES TO ATTEND:

**Michael Joo, Artist**  
Mon, Feb 3rd, 2020, 5:30p Reception, 6p Lecture, Steinberg Auditorium

**Kyle T. Webster - Illustrator/ Brush Design at Adobe**,  
Wed, Feb 19th, 2020, Steinberg Auditorium, 6:30pm

**Rob Giempietro, Design Curator at MOMA**  
Mon Mar 2nd, 2020 5:30p Reception, 6p Lecture, Steinberg Auditorium

**Adam Rubin, Author “Dragons Love Tacos”**  
April 2020, TBD

Please sign in at the end of each lecture in the lobby with one of the faculty.

If you cannot attend all of these lectures due to class or athletic commitments, you are required to make up any absences. You can do this by viewing any of the TED talks found at [www.ted.com/talks](http://www.ted.com/talks)

Please watch any lecture of your choice and write 300 words in response to the presentation. In this writing, briefly summarize the talk and address something that you learned, and also something that was either surprising, or that you disagree with. **All summaries and make up lectures must be handed in by the last day of class.**

Capstone Reading Club

Capstone Reading Club is an informal discussion group for all design capstone students. Over the course of the semester, everyone will be required to read a series of assigned readings (Faculty in interaction, graphic design, and illustration will each assign one short reading.) These readings are not necessarily specific to those disciplines but more likely satellite views of art making, storytelling practice, the creative life, discipline, rigor, etc. The readings are intended to be a catalyst for conversations revolving around shared experiences both in and outside of the studio.

The Club is intended to be an opportunity for you collectively to step away from the laser focus on individual projects and reflect, socialize, and discuss. We will gather over food and refreshments periodically throughout the semester on Monday afternoons from 4:30-5:30pm, to dissect the readings and hang out. View this as an opportunity to expand your individual practice with some other perspectives and also as an opportunity to gather with your fellow Senior Capstone students. Readings to be assigned soon.
**VISUAL STORIES SEMESTER SCHEDULE**

**Squad A:** Ali White, Derrek Wang, Carmen Von Unrug, Libby Thompson  
**Squad C:** Claire Warhover, Rachel Nitzsche, Katie Schneider  
**Squad X:** Jack Frischer, Kuu Chen, Tara Wang,  
**Squad Z:** Sang-Jin Lee, Michelle Kim, Emily Bielski, Bersabeh Zenebe,

<table>
<thead>
<tr>
<th>Week</th>
<th>Mon. 8:30-11:20am</th>
<th>Wed. 8:30-11:20am</th>
</tr>
</thead>
</table>
| 1. Content Development | Mon. 1: 1/13 **Presentation Day!** Come prepared to present your project to your class. Can include a concise creative brief, outline of project, content (proposed chapters, sections, overall organization and sequence of information), and any preparatory sketches done over winter break. | Full Class Review: Individual Meetings with John and Madeline  
Bring a calendar of your semester to share with the faculty. |
| Week 2: 1/20 | NO CLASS • MLK DAY | John: Squad X + Squad Z  
Madeline: Squad A + Squad C |
| 2. Design Development | Week 3: 1/27 John: Squad A + Squad C  
Madeline: Squad X + Squad Z | John: Squad X + Squad Z  
Madeline: Squad A + Squad C |
| | Week 4: 2/3 **Content Dummy Day!** Each student will come prepared to present a full size paper dummy with finalized content, page count, size, and rough thumbnails. | John: Squad A + Squad C  
Madeline: Squad X + Squad Z |
| 3. Visual Development | Week 5: 2/10 John: Squad X + Squad Z  
Madeline: Squad A + Squad C | Professional Practices: Freelance & Promotion |
| | Week 6: 2/17 John: Squad A + Squad C  
Madeline: Squad X + Squad Z | John: Squad X + Squad Z  
Madeline: Squad A + Squad C |
| 4. Final Production | Week 7: 2/24 **Final Draft Day!** Students will show a dummy with the final sketches in place, ready and at least one finished piece of art. | John: Squad A + Squad C  
Madeline: Squad X + Squad Z |
| | Week 8: 3/2 John: Squad X + Squad Z  
Madeline: Squad A + Squad C | Visiting Critic - Full Pin Up: 2 final pieces to show to the critic |
| | Week 9: 3/9 SPRING BREAK | SPRING BREAK |
| | Week 10: 3/16 John: OUT  
Madeline: Triage Only Sign Up | John: Squad X + Squad Z  
Madeline: Squad A + Squad C |
Madeline: Squad X + Squad Z |
| 5. Assembly | Week 12: 3/30 John: Squad X + Squad Z  
Madeline: Squad A + Squad C | John: Squad A + Squad C  
Madeline: Squad X + Squad Z |
| 6. Delivery | Week 13: 4/6 John: Squad X + Squad Z  
Madeline: Squad A + Squad C | Emergency Triage Day!  
LOCK UP DAY ON FRIDAY 4/10 |
| | Week 14: 4/13 Presentation Prep Day 1 | Presentation Prep Day 2 |
| 7. Presentation | Week 15: 4/20 Capstone Presentations | Capstone Presentations |