SYLLABUS

LISTED COURSE DESCRIPTION

"This course explores the format of the self-generated publication: zines, mini-comics and short visual essays. Expanding upon the content discovered in the first semester studio, illustrators will create a variety of short works to be mass produced for public readership for both the screen and in print. Projects may range from animated sketches to formal visual essays. Research on audience and viewer experience will be a critical focus."

COURSE GOALS

Artist, Author, Audience

You will continue to clarify your identity as an image-maker (artist), develop your voice as a picture-writer (author), and investigate how your work is received (audience). The place where these three things overlap is where you will fit into the landscape of visual culture. This semester will be a critical time to explore subject matters, working methodologies, and publishing strategies that will lead to your 2nd year MFA thesis.

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

This course will require a substantial amount of printing (to make zines, mini-comics, edition art booklets, experimental paper craft, etc.), and the bulk of your course fees reflect that.

DAILY WORK/HOMEWORK

Students are expected to work on their projects between class periods, roughly equivalent to your in-class contact time (6 hours). This semester there will be an increased emphasis on specific deliverables due each Friday for review and discussion.

MONDAY NIGHT LAB

Monday evening labs remain optional, though there will be more specific programming and activities planned for this semester (in addition its continued role as general office hours). There will be 3 or 4 lab sessions throughout the semester that will be mandatory (see TRIPLE-A TALKS below).

TRIPLE-A TALKS (Feb. 10th, March 2nd, April 6th)

You will be required one time during the semester to prepare and present a short (10 - 15 minute) lecture at a Monday evening “Triple-A Talk.” Your lecture can take the form of an informational slideshow, a technical skillshare, a storytelling monologue, life-hack, etc. They do not need to be about illustration or art-making, but should include projected visuals in some way. Sign up for a slot in one of the 3 available Mondays.

MAJOR ASSIGNMENTS: DESCRIPTIONS

This course will have several small (one to two-week) assignments leading toward a large student-generated project in the second half of the semester. This large project, meant to be a sort of “mini-thesis,” can take the form of smaller inter-related projects. You will present a proposal for your project the Friday after Spring Break, March 21st.

CRITIQUES/END OF THE SEMESTER REVIEWS

Each student in the Illustration and Visual Culture Program will be part of a final review with MFA IVC faculty. During this review you should bring all work completed during the semester and be prepared to discuss the goals of your learning, output and progress.
COURSE GRADING
As each project progresses, you will receive verbal critique during the work process. Individual project grades will not be given during the semester. 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 input from the entire faculty if needed.

EXPLANATION OF GRADING SYSTEM
A — Superior: performance is consistently outstanding, showing excellence in craft and problem-solving; actively/constructively pursues research and work both inside and outside class. Attendance and all levels of participation are excellent.

B — Above Average: performance is consistently good, showing above average progress in craft/skill-level and problem-solving; actively pursues research and work both inside and outside class. Attendance and all levels of participation are above average.

Any grade below a B- is not a passing grade in the Graduate School of Art. Performance is average and requirements are not met. The student will be issued a deficiency notice or placed on probation if a grade of B- or lower is issued.

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

• Project 1: 5% of total grade
• Project 2: 10% of total grade
• Project 3: 10% of total grade
• Project 4: 15% of total grade
• Project 5: 50% of total grade

Projects = 90%
Class Participation = 10%

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 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. For more information visit https://samfoxschool.wustl.edu/files/Greivance%20Policy_Update%202019.pdf.

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 and use of laptops or 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
Dan Zettwoch has 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 Dan Zettwoch.

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
### Artist, Author, Audience SEMESTER SCHEDULE (subject to change)

- **Project 1:** Curated Sketchbook Zine
- **Project 2:** Autobiographical Mini-comic
- **Project 3:** Illustrated Playable Game
- **Project 4:** Pictorial Non-fiction Essay
- **Project 5:** Mini-thesis

<table>
<thead>
<tr>
<th>Project</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Project 1:</strong> Curated Sketchbook Zine</td>
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<td><strong>Project 2:</strong> Autobiographical Mini-comic</td>
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<tr>
<td><strong>Project 3:</strong> Illustrated Playable Game</td>
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<td><strong>Project 4:</strong> Pictorial Non-fiction Essay</td>
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<tr>
<td><strong>Project 5:</strong> Mini-thesis</td>
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<tr>
<th>Week</th>
<th>Monday, Encouraged Lab</th>
<th>Friday 9:15am-3:50pm</th>
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<tbody>
<tr>
<td><strong>Week 1:</strong> January 13</td>
<td>NO LAB</td>
<td>January 17</td>
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<tr>
<td><strong>Project 1:</strong> Curated Sketchbook Zine</td>
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<td>AM: Drawing Exercise (every AM) Syllabus / Introduction of class goals PM: Intro Project 1 Individual Appointments</td>
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<tr>
<td><strong>Week 2:</strong> January 20</td>
<td>MLK DAY (NO LAB)</td>
<td>January 24</td>
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<tr>
<td><strong>Project 2:</strong> Autobiographical Mini-comic</td>
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<td>AM: Project 1 Due! Zine swap / conversation PM: Intro. of Project 2, storytelling workshop</td>
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<td><strong>Week 3:</strong> January 27</td>
<td>Lab, Monday 4:30-7:30 Basics of InDesign</td>
<td>January 31</td>
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<td><strong>Project 3:</strong> Illustrated Playable Game</td>
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<td>AM: Review WIP Project 2 PM: Risograph Workshop</td>
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<td><strong>Week 4:</strong> February 3</td>
<td>Lab, Monday 4:30-7:30 Michael Joo/Island Press lecture</td>
<td>February 7</td>
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<td><strong>Project 4:</strong> Pictorial Non-fiction Essay</td>
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<td>AM: Project 2 Due! Comic swap / conversation PM: Analog games workshop / Intro Project 3</td>
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<td><strong>Week 5:</strong> February 10</td>
<td>Lab, Monday 4:30-7:30 TRIPLE-A TALKS #1!</td>
<td>February 14</td>
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<td><strong>Project 5:</strong> Mini-thesis</td>
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<td>AM: Review / Playtest WIP games PM: Illustrated Instructions workshop</td>
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<td><strong>Week 6:</strong> February 17</td>
<td>Lab, Monday 4:30-7:30 Game-testing</td>
<td>February 21</td>
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<td>AM: Project 3 Due! Game Playing PM: Intro Project 4 / Viz notetaking workshop</td>
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<td><strong>Week 7:</strong> February 24</td>
<td>Lab, Monday 4:30-7:30 Visual Research Methods</td>
<td>February 28</td>
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<td><strong>Project 5:</strong> Mini-thesis</td>
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<td>AM: WIP Project 4 - Small group review PM: All-work afternoon</td>
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<td><strong>Week 8:</strong> March 2</td>
<td>Lab, Monday 4:30-7:30 TRIPLE-A TALKS #2!</td>
<td>March 6</td>
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<td>AM: Project 4 Due! Group Reading / Critique PM: Introduce Project 5, schedule</td>
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<td><strong>Week 9:</strong> March 9</td>
<td>SPRING BREAK 3/9 - 3/14</td>
<td>March 13</td>
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<td><strong>Project 5:</strong> Mini-thesis</td>
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<td>NO CLASS</td>
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<td><strong>Week 10:</strong> March 16</td>
<td>NO LAB</td>
<td>March 20</td>
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<td>AM: Project 5 proposal presentations PM: Thumbnails workshop</td>
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<td><strong>Week 11:</strong> March 23</td>
<td>Lab, Monday 4:30-7:30 Illustrator pt.2 + Logo Design</td>
<td>March 27</td>
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<td>AM: WIP Project 5 - Small group review PM: DIY silkscreen workshop</td>
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<td><strong>Week 12:</strong> March 30</td>
<td>Lab, Monday 4:30-7:30 DIY Silkscreening (cont.)</td>
<td>April 3</td>
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<td>AM: WIP Project 5 - Group critique PM: All-work afternoon</td>
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<tr>
<td><strong>Week 13:</strong> April 6</td>
<td>Lab, Monday 4:30-7:30 TRIPLE-A TALKS #3!</td>
<td>April 10</td>
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<td>AM: Field Trip PM: Field Trip</td>
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<td><strong>Week 14:</strong> April 13</td>
<td>Lab, Monday 4:30-7:30 Final Project help</td>
<td>April 17</td>
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<td>AM: WIP Project 5 - Small group review PM: All-work afternoon</td>
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<tr>
<td><strong>Week 15:</strong> April 20</td>
<td>Lab, Monday 4:30-7:30 Final Project homestretch</td>
<td>April 24</td>
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<tr>
<td><strong>Project 5:</strong> Mini-thesis</td>
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<td>AM: Project 5 Due! Final critique PM: Final Drawing Exercise / party</td>
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**Reading Week:** April 27 - May 6