



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Fall

Course Prefix: ART 2220

Course Title: Imagination and Visual Literacy

Year: 2025

Course and Section #:01

Credits: 3

Course Description

Teaches visual problem solving skills that enable students to effectively find, interpret, evaluate, use, and create images that are original in concept.

Course Attributes

This course has the following attributes:

- ☐ General Education Requirements
- ☐ Global/Intercultural Graduation Requirements
- ☐ Writing Enriched Graduation Requirements
- ☒ Discipline Core Requirements in Program
- ☐ Elective Core Requirements in Program
- ☐ Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Chris Thornock

Student Learning Outcomes

- Explore drawing processes as a means of
 - 1 visual communication;
 - Clarify visual concepts through image
 - 2 making;
 - 3 Assess the effectiveness of visual concepts;
 - Relate key textbook readings to image
 - 4 making.
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Course Materials and Texts

Sketchbook

Drawing Paper

Pencils and Eraser

Course Requirements

Course Assignments, Assessments, and Grading Policy

Course Assignments

You will have five assignments with varying goals that will need to be successfully accomplished. You will also be required to keep a sketchbook of idea development. Each assignment will have three stages: first, thumbnails (sketches), second, tight comprehensive sketches (comps) and third, finish. You will not be graded on your thumbnails or comps but you must have each stage approved before continuing on the next stage. Finals submitted without approval of sketch or comp stages will NOT be accepted. All finished illustrations must have a 1±" margin on all four sides. Details about each assignment will be given as needed.

Assignment 1 | Good or Evil

Assignment 2 | The not so Super Power

Assignment 3 | Star Wars

Assignment 4 | Orchestra of Originality

Assignment 5 | What's in a Name

Sketchbook

Each week you will be given a subject to explore in the pages of your sketchbook. You must have one page filled for each weekday. The entire weeks sketches will be related to that same theme as a way to get you to stretch your minds and discover more creative solutions.

Grading

Students often complain about the grades they get. Students are not given grades, they are earned. Assignments are graded based on the strength of the idea and the execution of the said idea. An "A" grade represents "superior". Do not put submit an average product or effort and expect a superior grade. Ordinary solutions are neither interesting or competitive and even the best drawing fails if it does not meet the objectives of the assignment.

It is a truth of the industry that skill and drawing ability rarely are determinates of success. In fact, it has been my experience that hard work, ideas, discipline and continued learning are directly correlated to career longevity as an illustrator. I have seen many average artists succeed because they worked hard and conversely, observed many at the top of their class who never made it because they were lazy and assumed talent would carry them.

Illustration is a deadline driven, results oriented vocation. All assignments will have a due date and time and will be critiqued in class. Late assignments will NOT receive a grade. The industry demands this, as will I. Students with late work may still receive a critique. However, this is a learning institution.

Therefore, any completed work, submitted on time can be reworked (or solved in a completely different manner under the same assignment parameters) for full credit. Reworks must be submitted by the university assigned final exam time for the class.

When grading, I consider the parameters and goals of the assignment, the execution of the idea and craft. I am influenced by my experience teaching and years working professionally in the industry. You can be assured that the grade you receive on a particular assignment will be a reasonable representation of the solutions success and the level of the course being offered.

Total points for the course will be 600 (100 pts/assignment, 100 pts/sketchbook) and grades will be determined by strict percentage below:

600 – 561 points: A	560 – 551 points: A-	
550 – 531 points: B+	530 – 511 points: B	510 – 491 points: B-
490 – 471 points: C+	470 – 451 points: C	450 – 431 points: C-
430 – 411 points: D+	410 – 391 points: D	390 – 371 points: D-
370 and below: E		

If you are dissatisfied with your final grade you may contest it with the instructor. If you still feel the grade is not a fair representation of your work, a committee consisting of Illustration faculty (not including the instructor) will be given the assignment parameters as well as the completed student work and will assign a grade. This grade may be the same, better or worse than the original assigned grade and it will be final.

Required or Recommended Reading Assignments

N/A

General Description of the Subject Matter of Each Lecture or Discussion

Like a boring movie or a bland sandwich, no one will pay attention to an uninteresting piece of art. No matter how technically proficient an image may seem, if it is not interesting enough to hold the viewers' attention, it fails as a communication tool. So, rather than call it art or illustration, it is nothing more than decoration. Decoration is the stuff of cheap motels and kitsch hobbyists. Visual art is about communication; therefore, you must learn how to communicate and build sufficient resources to do such.

At this point, you have all had to take classes to develop your drawing, composition and media skills. However, there is a cerebral side of art that is just as important as the practical side. For many, if not all of you, this will be your first true "concept" class. As such, this class will focus on ideas and effective communication. It is expected that your craft and media skills will be commensurate with a student who is preparing for the BFA candidates skill level. Because we want to develop your ideas and creativity we will be limiting media for this class to graphite.

Images that lack creativity neither inspire nor challenge the viewer. To settle for the first or often, the simplest solution is to conscientiously choose to create a plain image. This class will force you to exercise your “creative muscles”. And, to do that effectively, you will have to build your personal visual literacy. What do images mean? How do they communicate? Who are your audiences? What are the cliches? What ideas are too obscure? These questions and more should be questions you constantly ask when image making.

Required Course Syllabus Statements

Generative AI

AI programs are not a replacement for your human creativity, originality, and critical thinking. Drawing, painting, thinking, ideating, and researching are crafts that you must develop over time to develop your voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you.

The use of generative AI tools (e.g. ChatGPT, Google Bard, Dall-e, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Finding information on your topic;
- Organizing your thoughts

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat.
- Completing work that has been assigned to you.
- Composing, drawing, or digitally painting entire parts of your project including thumbnail sketches, comp sketches, or completed work.

You are responsible for the information and creative output you submit based on any AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited to stay within university policies on academic honesty.

Any student work submitted using AI tools should indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting.

Using Remote Testing Software

☒ This course does not use remote testing software.

☐ This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.