



SCHOOL OF UNDERGRADUATE STUDIES

Course Syllabus

UPDATED 10/21/07

Course ANIM 212

Course Title: Art Studio II: Drawing for Animation

Semester: Spring 2008

YOUR PROFESSOR FOR THIS COURSE:

Professor: Mark Asman
Local Phone: (757) 404-0381
E-mail: markasm@regent.edu
Office Hours: By Appointment
Office Location:

All students are required to read and have a thorough understanding of the syllabus. Any questions or concerns need to be addressed with

the instructor(s).

Mission Statement:

The mission of the Regent Undergrad is to provide exemplary professional undergraduate education, from a biblical perspective, leading to bachelor's degree, for aspiring servant leaders in pivotal professions.

Integration of faith and learning:

Luke 13: 18, 19 ...then he said, "What is the Kingdom of God like? To what can it compare? It is like a mustard seed that a person took and planted in a garden. When it was fully grown, it became a large bush and the birds of the sky dwelt in its branches."

A film begins with an idea, a seed that will grow with the collaboration of many talents and tremendous labor into something wonderful to behold.

PERSONAL GREETING FROM THE PROFESSOR

As we continue this journey, let us be thankful for the opportunity to learn and develop our remarkable gift of visual language. We will be designing characters, creating storyboards and animatics. The storyboard is an essential production tool in the film making process. The storyboard is the visual roadmap of film, television and multi-medial production. The story board artist works closely with the production team to capture the vision and organize the various elements into template for everyone to understand and to follow.

The next step is to take the storyboard and set the images in sequence to a rough project audio track to create an animatic. The animatic is an excellent method to test that visuals and audio work effectively together.

Taking the storyboard to the animatic stage allows the animators and directors to work out any screenplay, camera positioning, shot list and timing issues that may exist with the current storyboard. The storyboard and soundtrack are amended if necessary, and a new animatic may be created and reviewed with the director until the storyboard is perfected. Editing the film at the animatic stage can avoid animation of scenes that would be edited out of the film. Animation is usually an expensive process, so there should be a minimum "deleted scenes" if the film is to be completed within budget.

The purpose of the storyboards and animatics is to streamline the animation process. This saves a lot of time and money. In animation and all film making faster and cheaper is the name of the game.

DESCRIPTION AND PURPOSE OF COURSE

Students develop an understanding of the skills needed to create animation with

attention to storyboarding.

COURSE COMPETENCIES/LEARNING OBJECTIVES

This course is a hands-on drawing and studio experience building on the skills developed in Drawing and Principles of film making courses. By further exploration of the elements of art, the student will be able to do the following:

Each student will be able to take a script and break it down in to separate scenes and shots.

The student will demonstrate an excellent grasp of applying the principles of film with shot selection and editing technique.

Students will be able to explain visuals and FX to the production team.

Students will be able to make a professional story board presentation.

ANIMATION EMPHASIS COMPETENCIES

This course contributes to the fulfillment of the following Animation Program Competencies:

1. To conceptualize a complete project from beginning to end. This includes scripting, storyboarding, character development, animatic and sound. Issues of adaptation, copyright and pitching will be covered.
2. To understand and execute creation of elements in 2D, and/or modeling and construction of the wire frame and kinematic structures for characters/objects in 3D, to be animated within their environments. This will include drawing and both Polygonal and Nurbs modeling issues.
3. To demonstrate an understanding of various texturing techniques. Creation of surface information and details for all the created objects are covered. Issues of rendering effects and optimizing for speed will be stressed.
4. To demonstrate an understanding of the 3D animation process. Movement, exaggeration, expression, character animation and timing are to be addressed.
5. To fully understand digital cinematography. Knowledge of camera angles and movement, lighting, particles and environmental need to be demonstrated.
6. To understand and demonstrate the post production elements needed to complete the project. This includes rendering of elements, compositing, editing, layback to audio and getting the final product to its proper media (VHS, d-Beta, BetaSP, Film, DV, DVD, print, etc.).

RESOURCES

Additional materials (e.g., PowerPoint files, quizzes, and media) may be found on Blackboard.

This class does not require a text book. We will be using various online for story board templates and work samples from professional artists.

REQUIRED MATERIALS

1. Story Board Templates

Cut and paste this link in your browser to print your templates

<http://www.schoolhousevideo.org/Pages/Storyboard.pdf>

2. Non Repro Blue pencils

3. Sharpie pens: fine and medium points

4. Prisma color makers or color pencils

The student will have to have access to animation lab computers and or have the following hardware and software.

1. Adobe Photoshop CS III and/or equivalent digital paint program.

2. Wacom tablet with stylus

3. Adobe illustrator CS III

4. Adobe Premier or Final Cut Pro to create animatics

For future consideration an excellent professional would be Toon Booms Storyboard software.

<http://www.toonboom.com/products/storyboardpro/>

WRITING

All papers and essays must follow the writing style format required by the degree specialty for which they are being written. The writing style to be used in ANIM courses is MLA.

Students are expected to make use of the wide variety of services and resources provided by the Regent University Library as they conduct research for written assignments and other projects assigned in this course. See a list of online services provided for Regent Undergrad students at the following web address: <http://www.regent.edu/acad/Regent Undergrad/assets/library.htm>. Students should explore what library services are available in their local area, particularly from public libraries, and determine where they are able to inter-library loan materials that are not held in their local library system. Students can search the Library Catalog for texts at <http://library.regent.edu>. The library cannot loan out books that are currently on reserve for courses.

Virginia Beach Students: Reference assistance is available by calling the Library Reference Desk toll-free at 1-888-249-1822, by e-mail at refer@regent.edu, or students may contact Harold Henke, Regent Undergrad Librarian, at harohen@regent.edu.

SUBMISSION OF ASSIGNMENTS

All **assignments** (unless otherwise instructed) for this course should be submitted via digital drop box as an attachment. Papers should be in MS Word format (.doc). When saving your document, file name should follow this format, your name and assignment so it would like this – John Smith, Learning Styles (LSI) and DISC Inventory Essay. When sending your document, send it as your name and assignment. This makes it easy for your instructor to track your work. Directions how to use the digital drop box can be found under tutorials. See the Assignments section of Blackboard for further instructions.

Every assignment must have your name on it and if it is more than one page, each page must be numbered. To do that, you will need to know how to use the Header and Footer option under the view key in Microsoft Word.

Emailing Your Instructor

The subject line of all **e-mail messages** related to this course should include the course number (e.g., ANIM 212), the location of the course (e.g., VB, DC, DE) and the name of the student (For example, SUBJECT: ANIM 212 VB, John Smith). Following these directions enables the professor to quickly identify the student and course, facilitating a timely response. Students should always include their first and last name at the end of all e-mail messages.

COURSE PROCEDURES

There are several key elements you will need to fully understand prior to enrolling in this course.

1. All courses require **extensive interaction and the completion of assignments according to a weekly schedule**. Thus, keeping up with the schedule is essential to your success. Your personal schedule must allow you to keep up with the due dates for the readings and other assignments as found in the Course Schedule in the *Syllabus* section of Blackboard (Bb).
2. Be sure you can complete this course in the scheduled period. Incompletes will only be granted for true emergency situations, not for poor planning.
3. You must have continuous access to a working and dependable Internet provider as well as reliable e-mail software that can send and receive attachments. You must also have access to Microsoft Word 98 or later for writing assignments.

ATTENDANCE POLICY

It is critical for on campus students to attend all class sessions and for online students to participate in discussion boards on time in order to accomplish learning outcomes. In addition, Regent University is required to maintain accurate attendance records by the U.S. Department of Education.

Two (2) attendance units will be recorded each week for each student for any course (any number of credits).

Online students will have two (2) Blackboard discussion board postings each week equal to sixteen (16) total attendance units for each course.

Any missed or late posting will result in one (1) less attendance unit recorded (i.e. one *lost/missed* attendance unit.)

On campus students will have two (2) class hours each week counting toward the sixteen (16) total attendance units for each course.

Any missed portion of one class hour will result in one (1) less attendance unit recorded (i.e. one *lost/missed* attendance unit) with a maximum of two (2) lost each week.

Any online or on campus course **may** have more than (but will not have less than) sixteen (16) total discussion board postings or class hours within the course; however, **only 16 total** (postings or class hours) **are used for recording attendance (2 each week)**. Any two hours each week may be used to calculate the lost attendance unit(s) for each student.

For five (5) or less missed attendance units a faculty member will deduct at her or his discretion up to five (5) percentage points (5%) for each missed attendance unit from the student's final grade. For six (6) or more missed attendance units a faculty member may deduct at his or her discretion up to ten (10) percentage points (10%) for each missed attendance unit from the student's final grade.

Because class absences and missed discussion board posting deadlines sometimes result because of extenuating professional or personal situations, faculty members may,

at their discretion, offer a student an opportunity to gain back some or all of the lost percentage points through whatever means are appropriate to the situation. However, the recorded loss of the attendance unit will not be altered in the records, even if a student makes up the missed class/work and related grade points. These attendance percentage point deductions may be in addition to and separate from any lost participation points that an individual professor may also deduct for a missed class/assignment.

BLACKBOARD INFORMATION

Blackboard (Bb) has five primary purposes in our courses: (1) to provide a means for students to receive timely information about the course in general, assignments, grades, and announcements from the instructor and (2) to promote thoughtful interaction between the instructor and students and among students themselves as they work through course materials. (3) to provide a means for students to complete weekly quizzes, (4) to enhance the learning process with materials such as learning objectives, chapter summaries, chapter outlines, flash cards, activities, access to InfoTrac, web links a visual overview of the chapter, media presentations, and other student resources, (5) for students to check their grades .

For instructions on how to access and use Blackboard, please work through the [Blackboard Tutorial](#), which is in the Tutorial section of Blackboard). Students are expected to be proficient at using the various areas of Bb, including the Group Discussion, Virtual Classroom, and downloading and viewing documents in Adobe (.pdf), PowerPoint (.ppt), and Real Audio.

Students complete their weekly assignments as posted in the *Course Schedule* on Bb. They should also check the *Announcements* section **each week** beginning the **two weeks before the start** of the course. Students are expected to keep their e-mail address current in Blackboard and to check their e-mail daily to ensure timely receipt of messages from the professor.

After working through the [Blackboard Tutorial](#), if you have problems and/or are not able to login, send an e-mail to [bbRegent Undergrad@regent.edu](mailto:bbRegentUndergrad@regent.edu). Describe the problem in detail and include your full name, your Blackboard User Name, Password, Regent e-mail address, and telephone number(s).

Regent University Information Technology (IT) will enroll you in the Blackboard portion of the course a few business days after you register for the course. Note that in order to be enrolled in the Blackboard course you *must first register* for the course through [GENISYS](#). This is required for all courses. If you are having problems registering through GENISYS please contact the REGENT UNDERGRAD Office of Enrollment Management (757) 226-4385 for registration questions and IT (757) 226-4076 for technical questions.

COURSE SCHEDULE

The schedule below includes the due dates for all assignments in this course. It is recommended that you place this Course Schedule in a convenient place and refer to it each week of the course. Follow it closely as late assignments are subject to a grade reduction. Assignments for each week should be completed by the times listed. Fifteen to twenty hours of homework a week is assumed for a three-credit hour class. Quizzes may be given throughout the session at the teacher's discretion.

Come to class prepared. I will treat each class as a production meeting. You must be prepared with finished professional work. I will be providing templates. All work must be ready to present as would be expected in a real studio setting. On the job if you show up to a production meeting where people are expecting results and you have nothing, you will be fired. I can't fire you but I can give you a grade that means the same thing.

Week 1

1. Introduction to advanced drawing Animation pre production

The key word for this class is "Motivation"

A story involves characters and relationships. A story takes place in a location or many locations. A story will take place over a given period of time. It will require music and audio FX.

All these elements have to be designed and organized into a logical production plan so that the story can progress through the concept stage to production and post production stages and on to the screen.

You will create a production bible with character and set designs. You will create the storyboard and animatic that will be the template for the production team to follow.

Lecture – It starts with a story concept.

If you have a story in mind, that is great.

If you don't we will have some options.

Assignment

1. Break your story down and identify all character in your story.
2. Identify each character as protagonist or antagonist.
3. Using templates make rough designs of 4 main characters
4. Using templates make rough sketches of main locations

Week 2

The dynamics of Character Design

Lecture - The key word is "Motivation"

A character has to be a character

Your characters actions are motivated.

Assignment- Design Characters

1. Complete character designs - Full size character sheet full color front, rear and side views.

1. Write several paragraphs describing each characters motivation.

Week 3

Lecture - continuing "Motivation"

A character has to be a character

You characters actions are motivated.

Assignment

1. Full color character sheet with head shots of various emotions

2. Full color character sheet with action poses

Week 4

Lecture - Set and Location Design

Tips and tricks for 2D and 3D design

Assignment

1. Design the world or stage that your characters will perform.

2. Layout full color scene designs for 3 key scenes.

Week 5

Classroom work session

In class drawing and set completion

Instructor Critique of students work

Changes to be made to student's concepts and designs.

Why? Because I am your boss, that is why.

Assignment

1. Implement changes

Week 6

Lecture-Camera and Shot selection

Story telling through the camera lens

Audio-sound recording

Voice over and FX

Creating the audio track is the key to timing and story pace.

Keep it moving, keep it exciting.

Assignment

1. Study for test

Week 7

Test on Camera and Shot selection.

Lecture storyboards and the production process.
Remember the key word is "Motivation"

Assignment

1. 10 pages of Storyboard to be completed- note character action & camera instructions and shots

Week 8

Lecture

Sound FX and music? Still "motivated"

Classroom work session
Storyboard and audio

Assignment

1. Complete your Storyboard

Week 9

Storyboard review - Changes

Lecture-Animatic – taking the storyboard to the next level adding picture and sound

Classroom work session
Complete storyboards
Begin audio track

Assignment

1. Record 2 character dialogue scene

Week 10

Lecture-Editing/Transitions

Using imagery and sound to determine story pace

Assignment

1. Begin editing animatic
30 sec video files due for Week 11

Week 11

Classroom work session
Build and edit animatic

Week 12

Review animatics in progress

Assignment

1. Incorporate changes

Week 13

Review animatic progress

Classroom work session

Continue to build and tighten animatic

Remember, "Motivation" - do not be afraid to cut.

Cut your film tight!!!! You cannot make a film too short.

The cardinal sin of student film makers is that they make them way too long.

Week 14

Review and finish up

Classroom work session

The final stretch

Week 15

All designs, storyboards and animatics due at the beginning of class.

Review all class projects and critique.

Readings and Multimedia

Assigned readings in the textbook(s) will be done each week along with any additional articles, audio clips, and PowerPoint presentations as found in the *Course Material* section of Blackboard.

METHOD OF EVALUATION

All assignments must be emailed to me by Monday evening 24 hours before class time. You will email me your assignment as a .pdf document. The purpose of being inflexible regarding on time homework and class assignments is teach the seriousness of real production deadlines. The film and television industry is deadline driven. Because that

is the way the industry works. When work has to be delivered by 10am tomorrow that means NLT 10am tomorrow. 9:45 am is great but 10:04 am is very bad. If you miss delivery dates you will most likely be fired. That is not a joke - that is how it really is. The profit and loss margins in the film and television industry are measured in millions of dollars. Being late is not an option anyone can afford. It is not called the "film industry" just for fun. Time and money are very real issues and the bottom line is the paramount. Editing suites cost money, audio sessions cost money. Miss too many deadlines and I assure you will be fired very soon. This business is all about \$\$\$\$\$\$. It was that way before you were hired and it will be that way when the next victim is sitting in your seat. Deadlines are serious business and not idle suggestions. Deadlines must be met. Understand this now and you will be around for awhile.

Bottom line, class starts 6pm on Tuesday evenings. I had better have an email from each of you with the required .pdf document by 6pm Monday the night before. Nevertheless Deadlines will change but they will be changed by people above you. There is never time to do it right, but there is always time to do it over. Someone else will be making that decision. But not you; get used to it.

Consider every class as a production meeting. We have goals to make. Show up prepared, show up ready to work.

<http://direct.wacom.com/stores/5/>

<http://www.amazon.com/Wacom-Graphire4-4x5-Tablet-Silver/dp/B000BBCTHU>

<http://www.newegg.com/Product/Product.asp?Item=N82E16823111026&ATT=23-111-026&CMP=KNC-AdwordsFeeder>

Read attendance section of this document to see how it can affect your final grade.

Note: Clarity of presentation of work in class and the ability to constructively give and take criticism is essential to learning how to deal effectively with clients. Always be prepared to justify and explain your choices. Prepare to listen and make changes. Prepare to critique other's work as well.

ACADEMIC HONESTY

Students are on their honor to complete assignments with integrity. This means that all written assignments are to reflect the student's own work and to be submitted for credit only in this course. Where other secondary sources are used, appropriate dependence with the proper use of footnotes/endnotes must be adhered to. Relative to the entire course of study, it must be assumed that cheating and plagiarism are sins contrary to God's laws and the mission of Regent University. Plagiarism is using the intellectual property of others without proper citation, giving the impression that it is the student's own work. Instructions concerning "take-home" and "closed-book" exams are to be honored.

STUDENT COURSE EVALUATION

Students have the opportunity to provide feedback throughout the course through e-mail, telephone, and on-campus appointments. Near the end of the course, students will complete an anonymous online course evaluation form. Since the results contribute to improving course design and presentation, it is important that students be honest and constructive in their evaluations. Students will receive an e-mail reminder from the University when it is time to complete these evaluations. Please take time to provide this input. Students can access the online evaluation system at: <http://eval.regent.edu/regent/survey/students.cfm>. If you have questions about the online evaluation please contact evaluation@regent.edu.

INCOMPLETE GRADES

Incomplete Grade Policy: An incomplete grade ("I") will only be given in a regular course for legitimate deficiencies due to serious illness, emergencies, military transfer, or other extraordinary reasons acceptable to the instructor, including university equipment problems or shortages, and not because of student neglect or convenience.

In order to request an Incomplete, the student must submit a Request for Incomplete form to the instructor before the end of the course. If more than one semester passes and the course is not completed "FX" will be posted automatically unless the student submits a completed Request for an Extension of an incomplete form to the Program Chairperson before the end of the semester. Approval for an extension will only be approved if the serious illness, emergencies, or other extraordinary reasons is still affecting the student's life. If more than one semester elapses, the student must re-register and pay the appropriate tuition to re-enroll in the course when it is next offered. Due to the accelerated nature of the REGENT UNDERGRAD undergraduate program, a student who acquires two concurrent incompletes will not be permitted to enroll in additional courses until the incompletes are resolved. This may delay the student's completion of the program.

GRADING: PHILOSOPHY AND CRITERIA

7) A A-

Work of superior quality in all areas. Work displays an outstanding mastering of the facts, a creative and critical use of the data, and an analysis or evaluation of facts, research, and trends, that shows real scholarship and talent for undergraduate work. Practical or formational implications of work are included, as appropriate. The grade for

such work will vary from A to A- according to the quality and quantity of the work.

7) B+ B B-

Good grasp of facts, creativity and analysis, showing good comprehension of the subject. Practical or formational implications of work are included, as appropriate. The grade for such work will vary from B+ to B- according to the quality and quantity of the work.

7) C+ C C-

The student has shown an average grasp of the facts of the course, and a satisfactory level of creativity, analytical performance, or comprehension. Practical or formational implications of work are included, as appropriate. The grade will vary from C+-C- according to the quality and quantity of the work.

7) D+ D D-

The student has shown a below average grasp of the facts of the course, and an unsatisfactory level of creativity, analytical performance, or comprehension. Practical or formational implications of work are included, as appropriate. **All grades of D warrant the course to be retaken by the student.**

7) F

Not acceptable for undergraduate level study. The student's work indicated major deficiencies both in routine learning and in use of data. This grade denotes either unacceptable performance in spite of some effort, or failure to complete the assigned work. **All grades of F warrant the course to be retaken by the student.**

GRADING: SCALE

<u>Grade</u>	<u>Range</u>	<u>Points</u>
A	93-100	4.00
A-	90-92	3.67
B+	87-89	3.33
B	83-86	3.00
B-	80-82	2.67
C+	77-79	2.33
C	73-76	2.00
C-	70-72	1.67
D+	67-69	1.33
D	63-66	1.00
D-	60-62	.67
F	00-59	0.00

GRADING: PERCENTAGES

Class Participation: 50%
3.3% for each class
Homework Assignments 25%
1.6% for each class

Test Week 7	5%
Final designs Storyboard and Animatic	20%

ADDITIONAL COURSE DOCUMENTS

Additional course documents, including Course Schedule and Bibliography, are available on Blackboard. The *Course Material* section is used for additional readings, audio, etc. The *Assignments* section is used for detailed instructions regarding the proper completion of course assessments (e.g., papers, etc.). Students are responsible for reading the information found in these documents.

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This syllabus is subject to change without notice and is not to be considered a contract.

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