Mission Statement:
Our mission is to serve as a leading center of Christian thought and action providing an excellent education from a biblical perspective and global context in pivotal professions to equip Christian leaders to change the world.

COURSE SYLLABUS

SCHOOL OF COMMUNICATION & THE ARTS
DEPARTMENT OF CINEMA-TELEVISION

ANIM 112
FUNDAMENTALS OF 2D COMPUTER-BASED ANIMATION
SPRING 2011
LOCATION: COM 155
Time: WEDNESDAYS 1:30-4:30 pm

Instructor: David March
Phone: 757-352-4305
Fax: 757-352-4275
E-mail: wmarch@regent.edu
Office Hours: TBD
Office Location: COM 257

NOTE: This syllabus is made available before the term to allow students to get a glimpse of what the course is about, but it is likely to be updated and revised (we hope “improved”) by start of classes. It is NOT a contract. The instructor at all times has the authority to introduce new materials, pop quizzes, and other additions or alterations to the syllabus. For all that, this document is pretty close to a final form. All students are required to read and have a thorough understanding of the syllabus. Any questions or concerns need to be addressed to the instructor. Your dated signature below indicates that you have read and understand the elements of this syllabus.

I affirm that I have read through this syllabus and understand the requirements for the course as outlined therein.

Student signature______________________________________________date:___________
Printed Name ______________________________________________
COURSE DESCRIPTION

Students explore web-based animation techniques using ToonBoom Studio and other web-related software packages.

PRE-REQUISITES:
ANIM 100 Fundamentals of Animation
ANIM 103 Introduction to Digital Art (or taken simultaneously with this course)

RATIONALE/COURSE OVERVIEW

This course will get you started in using the tools of a professional-level 2D animation program: ToonBoom. It’s currently used by studios around the world for everything from web to broadcast entertainment and features for theaters and DVD distribution. In addition you’ll get a chance to work with the features of several other standard graphic applications (Adobe Photoshop and Flash) to develop and test your ideas for 2D animation. The class will introduce you to some universal concepts and methods for developing a narrative animation starting from just an idea. You’ll see how design decisions you make from one stage of production to another affect things downstream, and focus the range of choices. Most importantly, you will begin to master a rational process that rewards you for using the fullest possible range of your skills. From rude and scrawly thumbnail sketches to the most precise drafting of which you are capable, you’ll learn how and why to shift gears to move among the radically different roles you need to perform in developing and refining your narrative animation and finding your own “voice.”

Some practical exercises will show you how to begin differentiating extravagance from essential effort --- how to gauge whether a project is headed in the right direction. Students may work with scanned drawings or draw directly within the application using a stylus and digitizing pad. Alternate techniques may be explored, especially by those for with less advanced drafting skills.

INTEGRATION OF FAITH AND LEARNING

God has given each of us a formidable set of aptitudes and abilities for assessing and making sense of our world and for communicating with each other. The refining process begins at birth. By adolescence most of us have developed the fundamental conceptual, analytical and motor skills needed to pursue a wide range of livelihoods. Certain callings demand a person make a commitment to prolonged study and practice to master the craft enough to be even minimally useful. The example of Jesus of Nazareth in his life of loving and humble service reverberates through the ages, and reminds us of the ultimate goal of playing our part in the great plan. In this course I intend to share my experience and perspective of four decades of professional work, to show that such a career continues to be a fit and fulfilling arena for a person’s Christian faith.

Bachelor of Arts in Animation Program Goals:
1. Relevant knowledge of the ways in which Christian principles are evidenced in the practice of their art.
2. Ability to conceptualize the way meaning is structured and perceived in animation.
3. Understanding of the techniques and practices of animation production including conceptualization, modeling & construction, texturing, animation, digital cinematography, and post-production and the use of relevant tools for each of these stages.
4. Proficiency in the production of animation.

**Bachelor of Arts in Animation Program Learning Outcomes:**
Students will demonstrate:

1. Articulation of their Christian Worldview both written & visual.
2. Understanding of the historical/critical role of animation in our society and globally.
3. Understanding of animation story construction & character development both written & visual.
4. Understanding conceptualization as it applies to animation production both written & visual.
5. Proficiency in Photoshop
6. Proficiency in editing and compositing as it relates to animation.
7. Proficiency in traditional drawing skills
8. Proficiency in ToonBoom (2D software)
9. Proficiency in Maya (3D Software)
10. The ability to complete a 2-3 minute festival ready animation project.

**INTENDED OUTCOMES FOR THIS Course:**

- To be able to select from observed elements and create compositions from a range of optional rendering choices, to communicate a scene, situation, pose, or general depiction of an object as needed. Relates to Program desired outcomes No. 1 (Conceptualization)
- To be able to understand and execute creation of elements in 2D using a range of media and tools, which can later contribute to understanding modeling and construction of characters/objects in 3D. Relates to Program desired outcomes No. 2 (Modeling and Construction.)
- To be able to design and create two dimensional images that can be scanned and used within vector-graphic application. This bears directly on creation and manipulation of surface textures for 3D models, as well as images used in 2D animation software. Relates to Program desired outcomes No. 4 (Texturing.)
- To learn universal strategies, solutions and methods for analyzing, choreographing, and crafting movement, which lead to fluency in animation design and production. Relates to Program desired outcomes No. 4 (Animation.)
- To see how your Christian worldview can give you a basis now and later in making choices when confronted with ethical and moral questions that inevitably arise in any chosen field. Relates to Program desired outcomes No. 7 (Faith and Learning.)

Students successfully completing this course will have learned:

1. Understand how to deal with assignments similar to those of a professional environment
   - Assessments for each project will be based on
Following specifications and instructions  
Delivering on time  
Quality of work  
Initiative in exploration of limits of efficiency  
- Understand how to translate a concept, scenario, or storyboard to a sequence of shots to tell a story visually  
- Assessments for each project will be based on  
  - Staging, pacing, connectivity and flow  
  - Finding ways to make the soundtrack do more work  
  - Management of audio production - pre-audition of effects  
  - Judgment in soundtrack synchronization  
  - Overall readability of visual direction and animation

2. Know all the basic elements of two dimensional animation  
- Assessments will be based on weekly assignments and pop quizzes. In evaluating student work Instructor will consider the following factors:  
  - Storyboard or directional drawings / visual plan  
  - Character and Background models - Functionality, economy, and appropriateness  
  - Posing, staging, point of view, silhouette, lighting, focus, etc.  
  - “Hookups” between shots  
  - Primary directional “Key” poses and instructions for Breakdown stage  
  - Breakdown drawings, numbering logic, instructions for in-betweens  
  - In-betweens and cleanup  
  - Timing, choreography, punctuation of movement  
  - Sound synchronization / coordination between visual and audio  
  - Audio production  
  - Technical accuracy of soundtrack analysis for synchronization  
  - Overall readability of visual direction and animation.

COURSE REQUIREMENTS AND MATERIALS

PREREQUISITES
ANIM 100 Fundamentals of Animation  
ANIM 103 Introduction to Digital Art (or taken simultaneously with this course)

COURSE MATERIALS

Required Materials:


ToonBoo...
● Any assignment turned in late may be penalized 5 points for each day it is late.

A. **In addition to some items** specified in the general syllabus, additional readings (for instance, articles from news or professional journals) may be specified from time to time on printed handouts of weekly class lesson plans. Weekly plans will be posted online as soon as possible after they are prepared, *but online posting is both a courtesy and an archive, not a substitute for individual attention in class.* Students are expected to attend class, so each student is responsible any reading and homework assignments announced or distributed during the class meetings, *whether or not those are posted online.*

B. **There may be additional readings** posted on Blackboard in the Course Materials section for each week.

C. **Material from readings** – announced or distributed in class AND posted in the online Course Materials location - will from time to time be included on quizzes and tests. Each student is individually responsible for being aware of reading assignments which will appear either in the syllabus or in individual lesson plans distributed in class.

D. **Quizzes** – There will be five short un-scheduled quizzes on material from assigned reading.

II. **Course Weekly Plans and Assignments**

● Assignments turned in late will result in a 5 point drop for each day it is late.

**Brief Description of 15-week plan of classes**

**Week 1** – Discovering Your Voice, Learning Your Craft Assignments:  
Assignments: To be announced in class or by Blackboard or email  
**Week 2** – Know Your 2D Technology: Introduction to ToonBoom Studio  
Assignments: To be announced in class or by Blackboard or email  
**Week 3** – Smart Planning for Limited Animation  
Assignments:  
**Week 4** – Character Design and Model Sheets  
Assignments: To be announced in class or by Blackboard or email  
**Week 5** – Sound, Layouts & Backgrounds  
Assignments: To be announced in class or by Blackboard or email  
**Week 6** – Animatics and Camera Basics  
Assignments: To be announced in class or by Blackboard or email  
**Week 7** – ToonBoom Drawing and Dialogue Strategies  
Assignments: To be announced in class or by Blackboard or email  
**Week 8** – ToonBoom Exposure Sheet and Tweening Strategies  
Assignments: To be announced in class or by Blackboard or email  
**Week 9** – Limited Animation Principles—A Deeper Exploration  
Assignments: To be announced in class or by Blackboard or email
Week 10 – Continued study of Limited Animation Principles — a Deeper Exploration (Continued)
Assignments: To be announced in class or by Blackboard or email
Week 11 - Limited Animation Principles— a Deeper Exploration (continued)
Assignments: To be announced in class or by Blackboard or email
Week 12 – Making the ToonBoom Camera Work for You
Assignments: To be announced in class or by Blackboard or email
Week 13 – Putting It All Together—Output and Editing
Assignments: To be announced in class or by Blackboard or email
Week 15 – Screening Day!

EVALUATION AND GRADING

The professions these courses of study serve all depend upon decisive, timely delivery of the highest quality work possible. For each day late delivering an assignment the student is subject to the loss of 5 points from the grade on that project. Simply fulfilling minimum specifications will get a base grade of C. But that same level of work turned in days late may result in an F. Students who make extraordinary efforts, or achieve extraordinarily high quality, may receive an A. But hard work does not by itself guarantee an overall final A. At a deep level this class is meant to introduce the student to an adult professional environment, so expectations that may have worked for grade school or high school no longer apply.

Each assignment or test will be scored on a 100 point scale. Results from class assignments, attendance, class participation, and quiz scores will be tallied and averaged to calculate a final grade. In extraordinary circumstances, the instructor may give students in the course opportunity to do work that may be considered extra credit or makeup work. In such a case, the final cumulative grade is not guaranteed to be revised upward, but it is at least guaranteed NOT to be lowered. It depends on whether the work has merit, in the judgment of the instructor.

Cumulative grading for this 3-credit course will be calculated from these elements:

<table>
<thead>
<tr>
<th>Item</th>
<th>Comment</th>
<th>total points possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 pop quizzes</td>
<td>Administered without prior announcement, based on class discussions and assigned readings worth 10 points each</td>
<td>50</td>
</tr>
<tr>
<td>Attendance</td>
<td>&quot;Just showing up on time and being there&quot;</td>
<td>150</td>
</tr>
<tr>
<td>Participation</td>
<td>Instructor’s assessment of student's contribution to discussions</td>
<td>150</td>
</tr>
</tbody>
</table>
Homework Assignments
Approximately 10 .................................................. 300
Class Assignments
Approximately 10 .................................................. 300

Final project, In-Class Assignment, Test, or review of Guest Speaker 50

Total points 1000

(Divide by 10 to reckon final number grade)

If you have more than 2 absences you may at instructor’s discretion lose 5 points from your FINAL GRADE for each additional absence.

If you are more than one half hour late to class more than 2 times you may at instructor’s discretion lose 2 points from your FINAL GRADE for each additional instance.

Assignments turned in late may, at instructor’s discretion, result in a 5 point drop for that assignment’s grade for each day it is late.

A. Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>73-76</td>
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<tr>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>D+</td>
<td>67-69</td>
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<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>00-59</td>
</tr>
</tbody>
</table>
(Divide total points by ten to reckon number grade)

If you have more than 2 absences you will lose 5 points from your FINAL GRADE for each additional absence.

If you are more than one half hour late to class more than 2 times you will lose 2 points from your FINAL GRADE for each additional instance.

Assignments turned in late will result in a 5 point drop for that assignment’s grade for each day it is late.

Use of cellular phones and Personal Digital Assistants during lectures is not acceptable except by instructor permission. Persistent or repeated interruptions of class by any student accepting incoming calls or making outgoing calls may result in disciplinary action.

Students are reminded that current University policy requires each student to submit a candid anonymous evaluation of the content and instructor’s performance for each course in which the student is enrolled before receiving access to final grades for those courses.

UNIVERSITY ACADEMIC HONOR CODE

Students are on their honor to complete assignments with honesty and integrity. Academic dishonesty involves intentionally or unintentionally stealing the intellectual property of others. Students are expected to be familiar with the university’s policy on academic integrity found in both the University Student Handbook and School of Undergraduate Studies Catalog (http://www.regent.edu/general/catalog/) and to follow it. As an academic and Christian community, Regent University takes seriously the call for integrity and penalizes breaches of academic integrity.

Students should be aware that submitted papers may be checked using Safeassign (Blackboard’s plagiarism detection feature). This feature will determine the percentage of the submitted paper that matches other sources and will generate a report. Scores below 15% include quotes and few common phrases or blocks of text that match other documents, these papers indicate no evidence of the possibility of plagiarism. Scores between 15% and 40% include extensive quoted or paraphrased material or may include plagiarism and will require further review. Scores over 40% indicate a high probability the text in the paper was copied from other sources and should be reviewed for plagiarism. The professor or instructor will contact the student if plagiarism is a concern.

DEPARTMENT RESOURCES

Production Forms, including Production Manual http://www.regent.edu/acad/schcom/production/forms.htm

Equipment Reservation Form
Please review the following links for important information on University policies:

- Academic Calendar/Registrar Information
- Bookstore
- Honor/Plagiarism Policy
- Regent Library
- Student Services
- Technical Support – University Helpdesk
- Grading Policies
- Student Course Evaluations
- Disability Statement

At times, due to unforeseen circumstances, course content may be subject to change. Please check with your professor to insure you have the most recently updated Syllabus for this course.

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