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 AND TELEVISION

ANIM 412
Art Studio 6: Cartooning
SPRING 2011
Wednesdays 8:00pm-9:00pm
COM 229

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

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

Student Name: ___________________________ Date: ___________________________

Student Name (printed) ___________________________

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.
COURSE DESCRIPTION

Students will focus on Comic Art to tell stories which drive the imagination and explore new worlds. Through the use of exaggerated caricature, musculature, form, and style, we will create characters which appeal to a wide range of audiences. Students will focus on Comic Strips, and then use the same principles on a larger scale to create comic book pages and layouts. Students will also use Photoshop and Vector drawing applications to create clean line (inked) finished artwork when applicable.

RATIONALE/COURSE OVERVIEW

The comic book style of drawing is highly respected by artists and animators. The ability to exaggerate a living being and show weight, attitude, emotion in one image, and tell a story is very important, no matter what form of graphic art you want to pursue as a career. This class will be a 1 credit class. At the end of the course, the student will demonstrate their understanding of all aspects covered in class by presenting a finished Comic Book or Comic Strip Series.

Integration of Faith & Learning

There are many scriptures on which this class is based. This class, in attempting to teach the student the “business” of entertainment, does so, based on the biblical principles of honesty, integrity, professionalism, responsibility, humility, and servant leadership. As the Lord directs us to let our yes be yes and our no be no, this class intends to forge a spirit of integrity and honesty in business relationships, as a cornerstone to success in the industry. Students are expected to present themselves in accordance with these principles.

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**

**Conceptualization:** Student’s story sketches will be assessed and critiqued so to foster their ability to select from given elements and create a composition from a range of optional rendering choices, to communicate a scene, situation, pose, or general depiction of a scenario as needed.

**Modeling and Construction:** Student’s work will be assessed and critiqued to foster their ability 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.

**Animation:** Assessment and feedback for student’s work in this course will help them begin to see a number of ways that 2D ideational and rendering skills are crucial to fluency in the design and production of a dynamic narrative.

**Faith and Learning:** How and why your Christian worldview can impact your ability to learn now and perform later in your chosen field.

By completion of this course, students will have established basic proficiency and grasp of drawing skills --- Line, Form, Positive & Negative balance, Composition, Shading, Gestures and poses; balance, focus, etc. ---- and particularly, Dynamic treatment of figures for animation posing. Students will work with various kinds of media, to begin to understand how different surfaces interact with various markers, chalk, charcoal, pencil, pens, brushes, etc.

Assessments for most drawing assignments will be based on instructor's judgment of the student's performance under the following criteria Weighting for these categories will be approximately 10 percent each:

01 Idea Content
02 Organization
03 Design Process
04 Anatomy & Structure
05 Perspective
06 Rendering
07 Staging / Point of View
08 Readability / Comprehensibility
09 Light and Shadow
10 Color and Palette
Some assignments will get an overall grade with no breakout of categories. Other assignments or projects will be evaluated with detailed categories, where appropriate.

The instructor may consider a number of other factors in evaluating student performance. Those will include but not be limited to: following specifications and instructions; delivering on time; quality of work; originality, GENERALLY, instructions for projects and assignments will address those issues, at least when they are first introduced in the course, but not necessarily later.

For instance, failure to follow instructions will not be excused merely because the instructions didn't state that the student will be graded on how well the instructions were followed!!

**ART STUDIO 6 – CARTOONING OUTCOMES**

- Create Expressive compositions.
  - Understanding form, line quality, color, shapes.
- Understand form and structure.
  - Use proper perspective, overlapping forms, and line weight.
- Create art work that “Feels” as well as entertains.
  - Emotion is key to a work of art.
- Story Structure and elements of Comic Book Art.
  - All art work starts with a thought.
  - All thought should start with a sketch.

**COURSE MATERIALS**

**Required Materials:**

The Calvin and Hobbes Tenth Anniversary Book
Bill Watterson, author and illustrator
Andrews McMeel Publishing; Original edition (September 1, 1995)

Sketch Book – All students in this course are required to maintain a sketchbook for drawings to be done outside of class each week as a STANDING ASSIGNMENT. From time to time there will be suggestions and specific assignments for students to include in the sketchbook. On occasion, students will be asked to bring their sketchbooks into class for review by the instructor. Drawings done in the sketchbook will help the instructor evaluate students’ progress in the class. There will be further explanation of the Sketchbook (also sometimes referred to as “personal journal”) in class. Completion and submission of this journal is a requirement for this class, as it is designated an essential item for assessing Regent’s institutional effectiveness. 8 1/2” x 11” Sketch Book /Sketch Journal – A large 3-ring Binder is acceptable, which allows you to add pages as they accumulate. This will be further described in class. After evaluation and grading you may have the journal returned if you have provided electronic versions of your sketches.
Since this is an art class, you will be required to have the following:
8 ½ x 11 (or larger) Any printer paper (500 sheets per pack) Punch holes and put it in a 3-ring binder, or get large paper clamps, either is fine.
Higher Quality Illustration Board or Drawing paper (Vellum, Watercolor paper, etc. This will be if you want to draw the comic pages and paint color, ink and wash, or use markers to color them in. Different medium calls for different paper)
3x5 or 5x7 White Note Cards (get 300)
A Variety of Drawing pencils ranging from H3 – B5, Pens, Illustration markers: continued…
(I would highly recommend going to an art store for “Non bleeding” drawing pens. This will make your life easier in the future)
Ruler or a Straight Edge., drawing compass, shape templates, etc.

You may also find the following items very useful:
**Animation Board with standard 3 hole punch AKA – “Round PegBar”**
Include Designs for Animation Light Tables:

**Recommended Resources:**

McCloud, Scott. “Reinventing Comics”
2000, HarperCollins

Smithsonian Book of Comic-Book Comics
Martin T. Williams and J. Michael Barier, editors
Publisher Harry N Abrams (April 1982)

Note: Learning to draw well AND quickly takes work. Lots of work. But it should also be fun. This class is 3 hours with a short break in the middle with no homework outside of the class, but 3 hours a week may not be enough to get you really good at drawing. Consider how dedicated you are to your goals, and decide for yourself.

NOTE: Art can be messy. Do not wear clothing you are afraid to ruin with chalk dust, pencil lead, ink, paint, etc.

COURSE REQUIREMENTS AND ASSIGNMENTS

A. Students will create 10 different designs for characters, illustrating an understanding of forms and character archetypes. Due Week 2.

B. Each student will write original stories starting with a simple 4-6 panel comic strip based on an original character designs. Due Week 3

C. Using one of the character designs, a short 2-D animated sequence will be created using paper. (roughly 50-100 drawings in the sequence) Due Week 5

D. Each student will write a 4-8 page short story in standard script form. Due Week 5

E. Students will then take that script and storyboard it out with rough sketches. Due Week 9

F. Each student will choose to create Comic Book pages based on a portion (or all of) the storyboards (4-6 pages).

G. Attendance is mandatory at all classes. Each class is worth 2 points. Each missed class; a student loses 2 points off their final grade.

H. Midterm – Students will present their best work, thus far, from class sessions.

I. Final Presentation – Students will present their final project.
EVALUATION AND GRADING

Weight

METHOD OF EVALUATION

| Attendance- | 30% - 15 classes @ 2 points per |
| Assignment 1 – 10 Character Designs | 10% |
| Assignment 2 – 3-5 Panel Comic Strip | 10% |
| Assignment 3 – 4-8 page Script | 10% |
| Assignment 4 – Comic Book Rough | 10% |
| Assignment 5 – Comic Book Pages | 10% |
| Midterm – Presentation | 10% |
| Final Presentation – Final Presentation | 10% |

Total | 100%

The evaluation of this class is unique. Art is very subjective. What will be graded most is your eagerness to learn and your willingness to experiment and grow. I want to see progress in your drawing. Show me that you’ve been reading, listening and above all SEEING.

A. Scale

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COURSE SCHEDULE (WEEK-BY-WEEK)
**Reading Work will be assigned on a per week basis. The instructor maintains the right to add reading assignments as he sees necessary for current events.**

**Week 1 –**
Introduction to the Instructor and Syllabus will be reviewed as well as an explanation of expectations, grading methods, assignments, absences, etc. We will discuss the importance of the emotion of a drawing. Remaining time will be spent introducing expectations of each student and the concept of character Design. **Have some paper and a drawing instrument.** Take lots of notes while I’m talking!

Assignments: Begin drawing your 10 Character Design Archetypes. Make them interesting.

**Week 2 –**
Instructor will demonstrate the steps to writing a short story, creating quick sketches, thumbnail out designs, etc. A focus on composition for comic books will be key.

Assignments: Begin working on your 4-5 panel Comic Strip using one or more of the character designs you’ve created. Clean up the drawings either in the computer (scan them, ink them digitally, and color them) or you can do this on paper using non-bleeding pens, markers, etc. **Students should begin to think about their story ideas for their Comic. Also, begin thinking of the art style you’d like to do your comic in. (watercolor, guache, pen and ink, etc) -Due week 5**

**Week 3 –**
Instructor will present comic designs from artists in the mainstream as well as independents. The importance of thumbnails to set up comics, understanding staging, silhouette, will be expressed. **Students should begin working on their story ideas for their comic. - Due week 5**

**Week 4 -**
Students will continue their comic designs and story; instructor will evaluate and make comments. **Students should continue working on their story ideas for their comic - Due week 5**

**Week 5 –** Students will submit their Comic story Idea, Character Designs, etc. in a presentation. Begin planning layouts of comic book.

**Week 6 –**
Students will continue rough layouts of their comic. Instructor will be available to review and make comments.

**Week 7 –**
Students will continue rough layouts of their comic. Instructor will be available to review and make comments.
Week 8 – MIDTERM –

Mid-Term: Students will present their work thus far, and discuss the overall progress they feel they have personally achieved while in this class.

Modular Week Modular Class Week

Week 9 –
Students will present their finished rough layouts of their comic book.
Students will begin creating layouts for their final Comic Book Pages using quick sketches and laying out the designs. This can be done digitally, but remember, we are not meeting in the animation lab, so you’ll need to supply your own laptop, software, tablet, etc.

Week 10 –
Continue working on Comic Pages, with guidance and critiquing from instructor.

Week 11 –
Continue working on Comic Pages, with guidance and critiquing from instructor

Week 12 –
Continue working on Comic Pages, with guidance and critiquing from instructor

Week 13 –
Continue working on Comic Pages, with guidance and critiquing from instructor.

Week 14 –
Continue working on Comic Pages, with guidance and critiquing from instructor.

Week 15 –
Show and Tell day. Let’s see all the work you’ve done from all the techniques we’ve discussed.

METHOD OF EVALUATION

| Attendance- | 30% - 15 classes @ 2 points per |
| Assignment 1 – 10 Character Designs | 10% |
| Assignment 2 – 3-5 Panel Comic Strip | 10% |
| Assignment 3 – 4-8 page Script | 10% |
| Assignment 4 – Comic Book Rough | 10% |
| Assignment 5 – Comic Book Pages | 10% |
| Midterm – Presentation | 10% |
| Final Presentation – Final Presentation | 10% |

Total | 100% |
CLASS ATTENDANCE (30%)
Class participation is required for this course. There will be much discussion of assignments requiring constructive criticism. This is a class in which all seek to improve their skills through positive reinforcement. Harsh criticism has no place here – please take note of this. The instructor certainly will.

Mid-Term (5%)
Openly discuss your personal Progress, Presentation of drawing (or drawings)

Final Presentation (5%)
Openly discuss your personal Progress, Present work you’ve done using these techniques shown in class.

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
http://www.regent.edu/acad/schcom/equipment/equipment_reservation_form.htm

UNIVERSITY POLICIES AND RESOURCES

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

• Academic Calendar/Registrar Information
Student Course Evaluations - Becoming Christian leaders includes learning how to evaluate others by providing honest evaluations that include positive affirmation and constructive feedback, as appropriate. Consequently, university policy requires that all students submit a formal student evaluation of teaching form at the end of the academic term. This mandatory requirement must be completed before students will be able to access their final course grade. This form is only available in an online format. Prior to the end of the course, students will receive an e-mail indicating that the form is available. Instructions on accessing the evaluation will be included. Since these evaluations are only available for a limited time, students should complete the evaluation as soon as they receive the e-mail notification that the evaluation form is available. Instructors will not have access to course evaluations until after grades have been submitted and will only have access to anonymous summary data. Students are also encouraged at any point during the term to offer comments that may be helpful to the improvement or refinement of the course. Students can access the online evaluation system at: http://eval.regent.edu/regentsurvey/students.cfm. If you have questions about the online evaluation please contact evaluation@regent.edu.

Disability Statement – the student is responsible for contacting the assistant director of Student Services at 757.352.4486 to request accommodations, provide necessary documentation, and make arrangement with each instructor. The following website is designed to help our disabled students learn of their rights and responsibilities with regard to disability services. The site also has resources for faculty to become better informed of their responsibilities toward the disable students in their classes. www.regent.edu/admin/stusrv/student_life/disabilities.cfm

Last Updated: 11/19/2010

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.

Regent University
1000 Regent University Drive, Virginia Beach, VA, 23464
Phone (888) 718-1222
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