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

ANIM 100 FUNDAMENTALS OF ANIMATION
FALL 2011
LOCATION: COM 155
Time: MONDAYS 6:00pm – 8:55pm

Instructor is yet to be assigned but content/texts will remain. Daily assignments may change.

Instructor: TBA
Phone: TBA
Fax: 757-352-4275
E-mail: TBA
Office Hours: TBD
Office Location: COM 257

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**

Analysis of samples of other filmmakers’ works and targeted exercises will give students deeper understanding of visual storytelling. Course goals include: proficiency in planning and executing incremental motion to give life to a story; refinement of drafting skills to depict acting, posing, gestures, staging, composition, framing, and the physics, choreography and psychology of motion.

**Pre-requisites: None**

**RATIONALE/COURSE OVERVIEW**

By completion of this course, students will have advanced their proficiency and grasp of drawing skills --- Line, Form, Positive & Negative balance, Composition, Shading, Gestures and poses; balance, focus, etc. More importantly, they will have become acquainted with a detailed rational process for designing the incremental posing of figures fundamental to animation, which has proven its usefulness worldwide for over a century through successive emerging technologies. Students will work primarily with pencil and paper, but may from time to time try other methods such as cut-outs, objects, etc.

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 Maya (3D Software)
9. The ability to complete a 2-3 minute festival ready animation project.

**INTENDED COURSE OUTCOMES ANIM 100 FUNDAMENTALS OF ANIMATION**

- To be able to select from observed elements and create a composition from a range of optional rendering choices, to communicate a scene, situation, pose, or general depiction of an object as needed.
- 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.
- To be able to design and create two dimensional images that can be scanned and used within RASTER-graphic (“pixel-based”) application. This bears directly on creation and manipulation of surface textures for 3D models, as well as images used in 2D animation software.
- To be able to see a number of ways that 2D skills are crucial to fluency in animation design and production.
- To be able to see how your Christian worldview can help you learn now and perform later in your chosen field.

- Students successfully completing this course should:
  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
  2. Understand how to translate a concept, scenario, or storyboard to a sequence of shots to tell a story visually
     - Assessments for visual planning:
       - Staging, pacing, connectivity and flow,
       - Overall readability of visual direction.
  3. Know all the basic elements for 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 MATERIALS**

**Required Materials:**

The Illusion of Life: Disney Animation, by Ollie Johnston and Frank Thomas  
Publisher: NBC Misc  
**ISBN:** 9780786860708

Animator’s Workbook, by Tony White  
Publisher: Watson  
**ISBN:** 9780823002290

Cartoon Animation, by Preston Blair  
Publisher: Walter T. Foster  
**ISBN:** 9781560100843

There will be additional readings posted on Blackboard in the Course Materials section for each week. Material from all readings and class discussion may be included on quizzes and tests.
Recommended Resources:

COURSE READING & ASSIGNMENT GENERAL REQUIREMENTS

- Any assignment turned in late will lose 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 four short un-scheduled quizzes on material from assigned reading.

II. COURSE WEEKLY ASSIGNMENTS

- Assignments turned in late may result in a 5 point drop for each day it is late.

Week One
Review Syllabus, required reading, criteria for evaluation and grading. Explanation of what the course aims for each student to learn (outcomes). Introduce required books for the course.
Review process of animation starting from a concept, scenario, script, or storyboard.
Documentation required for festival entry & distribution
Copyright versus Plagiarism – character design, plot ideas, audio.
Assigned Homework & Reading TBA

Week Two
Starting point of the process – a story idea, expressed briefly in words and sketches.
Brainstorming, Story-tree diagrams, Evaluating problems in concepts
Stretch & Squash, physics of a bounce; STAGING
Assigned Homework & Reading TBA

Week Three
Starting on choosing a visual style for a project;
Characters, Backgrounds, Color models
Students create sketches of characters in several styles
Storyboarding
Assigned Homework & Reading TBA

**Week Four**
Getting started on a visual plan
Making the storyboard a useful tool
Assigned Homework & Reading TBA

**Week Five**
ANIMATICS as a test stage in planning, Evaluating problems. Anticipating revisions.
Springboard to the Animation process; Principles of Animation
Assigned Homework & Reading TBA

**Week Six**
Setting up individual Shots & Directing for animation. Making sense of the tasks of numbering drawings and layers; Frame rates and rates of drawing change;
Assigned Homework & Reading TBA

**Week Seven**
Detailed look at a Shot - directional drawings, character models, background layout, possibly an audio track.
Assigned Homework & Reading TBA

**Week Eight**
Exposure Charts & Dope Sheets – Audio, layers, frame count, assigning numbers, graphic tricks for readability, comments and instructions.
Assigned Homework & Reading TBA

**Week Nine**
Breakdown animation; progressive passes of increasing detail.
Assigned Homework & Reading TBA

**Week Ten**
Simple mechanical cycles. Moving boxes; Factory assembly line, hammering, filling, passing items; Vehicles on tracks, roads, paths, arrows, dotted lines;
Assigned Homework & Reading TBA

**Week Eleven**
Complex cycles: Birds flapping, fish wriggling, snakes slithering; Bipedal Walking and Running cycles; How cycles work with a panning background; potential problems
Assigned Homework & Reading TBA

**Week Twelve**
Subtleties of Animation: Moving Held poses; Lip Synch design, Indicating instructions
Assigned Homework & Reading TBA

**Week Thirteen**
Exercise in animation – Directing a short sequence based on a concept, character, and timeline
Assigned Homework Students will complete breakdown drawings for their own KEY POSES

**Week Fourteen**
Exercise in Animation - Students will clean up their Keys, breakdown drawings, then do all inbetweens. Anyone finishing rough inbetweens will begin cleanup.
Assigned Homework Finish all inbetweens for sequence, enter all numbers into exposure char for the sequence.

**Week Fifteen**
Review drawings and charts for animation exercise.

**Exams/Tests** – There will be no more than 5 short quizzes on reading assignments and general knowledge presented in class, administered without prior announcement.

A. Guest Speaker Assignment
   1. Note: you are required to attend all of the official guest speaker sessions. You must write a one page comment paper for each speaker. This accounts for 5% of your overall grade.

B. Exams/Tests
   1. Quiz on Week 3 on formats and picture ratios.
   2. Quiz on Week 4 on video image structures, timecode
   3. Mid-term on Week 8
   4. Final on Week 15

**EVALUATION AND GRADING**
The professions these courses of study serve all depend upon decisive, timely delivery of the highest quality work possible. For every day that you are late delivering an assignment. you may lose 5 points from your grade on that project. Simply fulfilling minimum specifications will get you a base grade of C. But that same 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. 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 1-credit course will be calculated from these elements:

<table>
<thead>
<tr>
<th>item</th>
<th>comment</th>
<th>Max points possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maximum of 5 pop quizzes</td>
<td>Administered without prior announcement, based on class discussions and assigned readings, worth 20 points each ..........</td>
<td>100</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 and activities</td>
<td>150</td>
</tr>
<tr>
<td>Assignments</td>
<td>Class and homework assignments</td>
<td>450</td>
</tr>
<tr>
<td>Final project, In-Class Assignment, Test, or review of Guest Speaker + Sketchbook / Personal Journal</td>
<td>……………………………………………………</td>
<td>150</td>
</tr>
<tr>
<td>Total points –</td>
<td>(Multiply by .10 to reckon final number grade for the semester)</td>
<td>1000</td>
</tr>
</tbody>
</table>

The point to remember is that a score of 100 points is of course, an A, and it is possible under this schema for a student to achieve higher than 100 points. Those points don’t accumulate or roll-over to other classes, unfortunately. It just means that student will have gained a much greater benefit from the course than those who do less.

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.
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>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<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>

UNIVERSITY POLICIES AND RESOURCES

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
- Bookstore
- Honor/Plagiarism Policy
- Regent Library
- Student Services (includes links to student handbook, disability services, University calendar, University Writing Center, etc.)
- Technical Support – University Helpdesk
- Grading Policies (incompletes, extensions, IPs, etc.)
- Student Course Evaluations

DISABILITY STATEMENT:

The student is responsible for contacting director of student life at 757.352.4867 to request accommodations, provide necessary documentation, and make arrangements with each instructor.

The following website is designed to help our disabled students learn of their rights and responsibilities with regards to disability services. The site also has resources for faculty to become better informed of their responsibilities towards the disabled students in their classes.
http://ww.regent.edu/disabilities

STUDENT COURSE EVALUATION

Becoming Christian leaders includes learning how to evaluate others by providing honest evaluations that include positive affirmation and constructive feedback, as appropriate. In addition, such evaluation leads to the continual improvement of courses and student learning. 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.

Here are links for further information on University policies:

- [Academic Calendar/Registrar Information](#)
- [Bookstore](#)
- [Honor/Plagiarism Policy](#)
- [Regent Library](#)
- [Student Services](#) (includes links to student handbook, disability services, University calendar, University Writing Center, etc.)
- [Technical Support – University Helpdesk](#)
- [Grading Policies](#) (incompletes, extensions, IPs, etc.)
- [Student Course Evaluations](#)
- [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 disabled students in their classes.
  - [www.regent.edu/admin/stusrv/student_life/disabilities.cfm](http://www.regent.edu/admin/stusrv/student_life/disabilities.cfm)

Last Updated: 5/25/2011

*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
© 2010 Regent University, All Rights Reserved.