March 14, 2014

**ANI 101-603: Animation for Non-Majors**

**Spring Quarter 2013-2014**

**Meeting Time: Mondays and** Wednesday 1:30 -3:00 pm

 March 28, 2014 through June 11, 2014

**Meeting Place:** CDM Loop Campus, rm. 206

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| **Instructor:** Jacqueline Smessaert Brennan**Office Hours:** Mondays12:15-1:15 Loop Campus CDM rm 615Wednesdays12:15-1:15 Loop Campus CDM rm 6153:15-4:15 Loop Campus CDM rm 615**email:**jbrennan@cdm.depaul.edu**COURSE DESCRIPTION:**Course introduces a variety of basic animation techniques for cinema and gaming, such as hand-drawn, cutout, stop-motion and (very basic) 3D, with an emphasis on the use of computer technology. Examples of diverse animation genres and styles (experimental, cartoon, anime, special effects, computer games) from different cultures will be screened and discussed. Students will explore the unique qualities of the medium through a series of hands-on projects that can be adapted to their own personal interests. They will learn about professional animation process (storyboard and animatic) during the production of a final project that encourages them to consider the role and potential of animation in our society.**This is a hands-on class with a weekly assignment**, some written and some practice oriented. Animation is a field where you will learn by doing so be prepared to devote a bit of time each week to these assignments. The digital assignments will be done using Adobe PhotoShop and After Effects which are available in the student labs of the CDM building. Again, make sure that you allow time in your schedule to access the labs so that your assignments may be completed on time.**Learning Domain Description**ANI 101: Animation for Non-Majors  is included in the Liberal Studies program as a course with credit in the Arts and Literature domain. Courses in the Arts and Literature domain ask students to extend their knowledge and experience of the arts by developing their critical and reflective abilities. In these courses, students interpret and analyze particular creative works, investigate the relations of form and meaning and through critical and/or creative activity to come to experience art with greater openness, insight, and enjoyment. These courses focus on works of literature, art, theatre, or music as such, though the process of analysis may also include social and cultural issues. Students who take course in this domain choose three courses from such choices as literature, the visual arts, media arts, music, and theater. No more than two courses can be chosen from one department or program.Pre-requisite: noneLast Day to Drop classes without penalty or add pass/fail option: **April 11, 2014****Learning Outcomes** 1. Students will be able to explain, in well-written prose, what a piece of animation is about and have an awareness of the specific techniques and media (hand-drawn, clay, computer) involved in its creation.
2. Students will be able to comment on the relationship between the animation techniques and the message, mood or theme the animator is seeking to communicate.
3. Students will be able to assess the formal aspects of an animated piece and put those qualities into words, using specialized vocabulary employed in class and readings. The students will become familiarized the with main principles of animation, basic film terms and a variety animation techniques.
4. Students will be able to contextualize a piece of animation. They will be able to do so with respect to other animated pieces in terms of defining its place within social, cultural and historical context. They will also be able to contextualize a work of art in terms of how specific animation aesthetics can be manipulated to create a specific impact on a target audience.
5. Student will be able to independently create a short piece of animation.

**How Learning Outcomes Will Be Met**1. Students will have three written assignments requiring the student to analyze and compare various types of animation from different cultures, time period and genres.
2. Students will take a test covering animation and film terms and techniques including a visual analysis of a specific piece.
3. Students will have five hands on assignments (including the final projects) requiring them to produce short pieces of animation employing different animation techniques/media including hand-drawn, stop-motion and digital (specifically using Adobe PhotoShop and AfterEffects).

**Writing Expectations** Students will be expected to complete a minimum of 5-7 pages of writing for this course.**How Writing Expectations Will Be Met**1. Two Reaction Papers (1.5 – 2 pages in length) in which a student must write about their reaction to a piece of animation viewed in class and analyze the specific techniques employed by the animator to produce that specific reaction.
2. One Comparison Paper ( 4-5 pages in length) in which the student must compare two pieces of animation in terms of their social, cultural and aesthetic differences and similarities.
3. A one page Pitch in which the student must present their concept for their final project, stating the intended mood/message of their final project and the techniques/aesthetic choices that will be employed to visually communicate their deas.

**REQUIRED TEXTBOOK:**

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| The Animation Bible: A Practical Guide to the Art of Animating from Flipbooks to Flash |
|  | Furniss, Harry N Abrahms, 2008. ISBN: 978-0810995451 |  |  |  |

**COURSE MANAGEMENT SYSTEM:**COLweb: <https://col.cdm.depaul.edu/> This is where all documents, assignments, schedule, grades, etc are to be found**Changes to Syllabus**This syllabus is subject to change as necessary during the quarter.  If a change occurs, it will be thoroughly addressed during class, posted under Announcements in COLWeb and sent via email.**COURSEWORK AND POLICIES FOR ANI 101-603, Spring Quarter 2013-2014****Attendance:** Students will be allowed a maximum of **THREE** unexcused absence without penalty. **Four unexcused absences** will result in lowering your final class grade one full letter grade. **FIVE absences** will result in failure of the class.If you arrive late for class, it is your responsibility to make sure that you have been marked tardy rather than absent.**Screenings-** We will be watching many examples of animation, complete when possible, but often just selected parts due to our time constraints. There is a good chance that some of the things we watch in class you will not be able to find on your own, and everything shown in class is liable to be material for a quiz question, so it would be a wise idea to take notes as we view and discuss work.**Assignments and Exercises** – must be completed by the due date as indicated in the syllabus. Late work will not be accepted without consent of the instructor and is subject to grade penalty. Generally speaking the penalty will be one letter grade per each day late.With certain exceptions, assignments in this class will be submitted digitally via COL web. The instructor will specify the preferred method of submission for each assignment.  **Class Participation** – Participation in discussions and class activities is a must. Students **will be graded** on the extent to which they are involved throughout the quarter.**Changes** **to the Schedule** – Depending on time factors, the assignments projected for the term may require slight alteration or rescheduling. Any changes will be discussed in class and posted on COLweb.**CLASS WORK****Reaction papers** There will be two reaction papers assigned. These papers should be approximately 400 words and should discuss an animation we watched in class. Samples and specifics will be provided in class and on Colweb**Comparison paper**The course also requires a 4 page paper comparing two pieces of animation that have a common thread but use may utilize different techniques or reflect a different perspective based on director, time period or cultural perspective. **Hands on animation projects**Throughout the quarter we will do several different animation projects using a variety of techniques. Some of these exercises will require using software that is available in all cdm labs and in labs on the Lincoln Park Campus. You will need to make sure you can devote a bit of time to get to the labs and work on these assignments. Most importantly, this is NOT an art class. I am more concerned that you understand the concepts of each technique. Stick figures are welcome !**Midterm**In this case, more of a ¾ term. There will be a test covering the animation concepts and terms that we will have covered up to this point in class.**Final Project**In lieu of a final exam, you will be required to plan and create a 10 second piece of animation using any one (or combination) of the techniques we will have learned throughout the quarter. **Hands on animation projects**Throughout the quarter we will do several different animation projects using a variety of techniques. Some of these exercises will require using software that is available in all cdm labs and in labs on the Lincoln Park Campus. You will need to make sure you can devote a bit of time to get to the labs and work on these assignments. Most importantly, this is NOT an art class. I am more concerned that you understand the concepts of each technique. Stick figures are welcome !**Midterm**In this case, more of a ¾ term. There will be a test covering the animation concepts and terms that we will have covered up to this point in class.**Final Project**In lieu of a final exam, you will be required to plan and create a 10 second piece of animation using any one (or combination) of the techniques we will have learned throughout the quarter. **GRADING BREAKDOWN**Assignment Points Percentage of Grade

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| Reaction Paper #1 | 50 | 5 |
| Flipbook | 50 | 5 |
| Reaction Paper #2 | 50 | 5 |
| Choice of Stop Motion or Hand Drawn | 100 | 10 |
| Digital Bouncing Ball | 100 | 10 |
| Comparison Paper | 100 | 10 |
| Digital Walk cycle | 100 | 10 |
| Midterm Test | 100 | 10 |
| Pitch for Final Project | 50 | 5 |
| Rough Draft | 50 | 5 |
| Final Project | 200 | 20 |
| Class participation | 50 | 5 |
| **TOTALS** | 1000 | 100 |

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| A  = 100-93 % | A- = 92-90% | B+ = 89-87% |
| B   = 86-83 % | B-  = 82-80% | C+ = 79-77% |
| C   = 76-73% | C-  = 72-70% | D+ = 69-67% |
| D  = 66-63% | D- = 62-60% | F  = 59-0% |

\*\*Your grades are based upon completion of assignments when due, quality of work, active class participation and attendance.\*\* |
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| **CLASS SCHEDULE FOR Winter 2013-2014 (subject to change due to time constraints)** |  |
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| WEEK | TOPIC |  |  |  | NEEDED |
| Week 1March31 AndApril 2 | **Topic:** Animation in our world today /Visual Communication**Lecture/Discussion:**  We will start out with an overview of the class, review of syllabus and objectives we would like to achieve by the end of the quarter. After the ground rules are set, we will jump right in and discuss the prevalence and many uses of animation in our world today. We will also discuss general film terms and talk about the elements that go into making a successful piece of animation. The idea is for you to learn how to look at a piece of animation and dissect how the animator uses a particular, media, style, mood, sound , etc. to communicate a particular message. **Assignment: Reaction Paper1** Write a 1.5- 2 page paper regarding your reaction to one of the animated pieces screened in class. Write about how the various elements (style, sound color) were used to tell a story or convey a message and the impact that these choices had on your perception of the piece.**Reading Assignment: Chapters 1 and 2 of The Animation Bible** |  |  |  | 1 |
| Week2April 7 & 9 | **Topic: Where it all began and how it has evolved****Lecture:** We will do a quick historical overview of animation starting with the earliest optical toys that paved the way for the animation as we know it today.**Assignment: Flipbook**Make a flipbook animation consisting of at least 20 images on 4 X 6(or 3x5, something in that neighborhood) notecards, held together with a metal clip**Reading Assignment: Chapter 5 of The Animation Bible (instructions for flip book are at the end)** |  |  |  | 3 |
| Week 3April 14 &16 | **Lecture/ Discussion: Stop Motion Animation**We will view and discuss a number of stop motion animation pieces. This genre includes clay, cut paper and puppet animation. We will further our study of the principles of animation with particular attention to techniques used in this particular medium. We will also get hands on by going to the stop motion lab. Every student will have some time under the camera to try their hand at the technique.**Assignment**: Reaction paper 2Write a 1.5 – 2 page paper discussing your reaction to one of the animated pieces screened in the last 2 weeks of the class.**Reading Assignment: Chapters 10 and 11 of The Animation Bible** |  |  |  | 1 |
| Week 4April 21 & 23 | **Lecture/Discussion: Hand Drawn Animation**Now that we are familiar with the very basics of animation, we will begin to study various techniques individually. This week we will study hand drawn or “traditional” 2d animation. In addition to viewing a variety of samples from this genre, we will also discuss, from a technical standpoint, the process of creating hand drawn animation and how that process has evolved over the years. We will also be discussing the animation principles of pose to pose animation, eases, breakdowns and squash and stretch.**Assignment** Stop Motion or Hand-Drawn assignmentAt this point you will have been exposed to both stop motion and hand drawn animation techniques. Now it is time to try your hand at one of them. You will create a short piece (3-5 depending on which medium you choose) of animation by either shooting a piece of stop motion animation in the 8th floor lab or creating a series of drawings that will animated when shown sequentially.**Reading Assignment: 3 of The Animation Bible and Chapter 4 pages 88-103** |  |  |  | 1 |
| Week 5April 28 & 30 | **Lecture:** **Digital Animation**We will take a look at the impact that computers have had on animation. We will study a variety of pieces that include varying degrees of digital assistance. **We will then go to a computer lab on April 30** to begin exploring the world of digital animation by using Adobe After Effects to create our own digital animation. You will learn how to set key frames and adjust eases to get a more realistic feel for the bounce of your ball. **Assignment:** Create a bouncing object and becoming familiar with the tools of the program to reinforce the principles of animation**Reading Assignment: Chapters 12 and 13 of The Animation Bible** |  |  |  | 3 |
| Week 6May 5 & 7 | **Lecture: 3D ANIMATION** In the 1990s 3d computer animation burst onto the newly revived animation landscape. We will take a look at its impact on tv, movies and video games and also a quick peek at 3d animation software.**Assignment**: Comparison paper due next Monday  |  |  |  |  |
| Week 7May 12 &14 | **Lecture: Creating and animating a digital character** We will study how to create a multi jointed character in PhotoShop, bring the file into After Effects and create a rigged character to animate. The basic concepts learned in this exercise should give you a very basic understanding of animation concepts used in Flash and 3d computer animation. Animation concepts to be discussed will be hierarchical animation, follow through, secondary action, overlapping action.We will also discuss various types of “cycles” and their use in different forms of animation. **There will be lab time** **MAY 14** to work together as a class in AfterEffects.**Assignment:** Create a 2 – 3 second walk cycle with the jointed character you have created. Turn in as a Quick time. |  |  |  | 2 |
| Week 8May 19 & 21 | **“Midterm” Test to be taken May 21****Lecture:** Staging, planning, story boarding and animatics. We will be preparing you to plan you final animation piece and the choices you will be making (technique, timing, mood, theme, etc) before you begin. Also, use of “2.5 D” in AfterEffects to enhance your storytelling capabilities. Also “hybrid animation will be discussed**Assignment:** Create a “pitch” presentation for your final project. At least a one page description of the story/theme, technique, style of your final piece. Include reasons why you chose the topic that you did and why you feel the particular style is a good method to deliver your message. Very simple storyboard/animatic is also required and, if you wish, visual references for the style you hope to create.**Reading Assignment: Chapter 3 of The Animation Bible** |  |  |  | 2 colors |
| Week 9(NO CLASSMay 26 for MemorialDay )May 28 | **Lecture: From idea to completion**We will talk about setting up a rough draft for you final projects. Also included how to add sound, titles and depth. We will go to the lab in the second half of class to learn some feature of Aftereffects that will be useful in assembling your final project..Assignment: Create a rough draft of your final animation project. The idea is to get the overall timing and staging of the animation in place. |  |  |  | 1 pair |
| Week 10June 2 & 4 | **Wrapping Things Up***Critique rough drafts*We will be tying up any loose ends in terms of animation in general and your projects specifically. I will also be meeting with people one on one to discuss specific concerns and issues you may be having with your final animation project, |  |  |  |  |
| FINALJune 911:45 -2:00 am | Final Project due. They will be presented and discussed during this time. **Attendance is mandatory**. Failure to attend will result in lowering your final project one full letter grade. |  |  |  |  |

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| **College Policies****Online Course Evaluations**Evaluations are a way for students to provide valuable feedback regarding their instructor and the course. Detailed feedback will enable the instructor to continuously tailor teaching methods and course content to meet the learning goals of the course and the academic needs of the students. They are a requirement of the course and are key to continue to provide you with the highest quality of teaching. The evaluations are anonymous; the instructor and administration do not track who entered what responses. A program is used to check if the student completed the evaluations, but the evaluation is completely separate from the student’s identity. Since 100% participation is our goal, students are sent periodic reminders over three weeks. Students do not receive reminders once they complete the evaluation. Students complete the evaluation online in [CampusConnect](https://campusconnect.depaul.edu/).**Academic Integrity and Plagiarism**This course will be subject to the university's academic integrity policy. More information can be found at <http://academicintegrity.depaul.edu/>. If you have any questions be sure to consult with your professor.**Academic Policies**All students are required to manage their class schedules each term in accordance with the deadlines for enrolling and withdrawing as indicated in the [University Academic Calendar](http://oaa.depaul.edu/what/calendar.jsp).  Information on enrollment, withdrawal, grading and incompletes can be found at: [cdm.depaul.edu/enrollment](http://cdm.depaul.edu/enrollment).Students with DisabilitiesStudents who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential.To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter (preferably within the first week of class), and make sure that you have contacted the Center for Students with Disabilities (CSD) at: csd@depaul.edu.Lewis Center 1420, 25 East Jackson Blvd. Phone number: (312)362-8002Fax: (312)362-6544 TTY: (773)325.7296 |  |

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