

DC 380 Project Bluelight

When: Wednesday · 5:45pm - 9:00pm
Where: CDM Building RM 722 Loop Campus

Instructor: Matt Quinn · mquinn@cdm.depaul.edu · 312-362-5807

Office hours: M 1:30pm – 3:00pm & 4:45pm – 5:30pm and W 1:30pm – 3:00pm & 4:45pm – 5:30pm

→ Summary of Course

Production of a feature-length digital motion picture written by students or faculty within the Digital Cinema program. Students will work as crew under supervision of faculty members heading each of the various production areas. Goal is to produce a completed digital motion picture suitable for festivals or distribution.

Note: This particular section is designed around animating LET IT BEARD, a five-minute animated short that showcases the misadventures of an enigmatic cult leader and his dutiful followers. Students will work in a team-based production environment using a very specific style guide based on Syncro-Vox animation in which footage of the actor's mouth is superimposed upon an otherwise non-moving image.

→ Course Objectives

- Learn the specific animation techniques developed for this film.
- Utilize and push your own skills for individual animated scenes, while also learning to work collaboratively as a production team for one artistic vision.
- Engage different roles and responsibilities in a studio environment by following art direction, creative problem solving and meeting regular deadlines.
- Complete the animation production for the short film.

→ Prerequisites

Instructor approval required – Students should be able to demonstrate a strong proficiency in After Effects, Photoshop, and the 12 Principles of Animation.

→ Learning Domain Description

DC 380 Project Bluelight is included in the Liberal Studies program as a course with credit in the Junior Year Experiential Learning domain. The experiential learning requirement engages students in the first-hand discovery of knowledge through observation and participation in activities in an unpredictable setting, usually (but not exclusively) off-campus. Students are asked to reflect on

what they have learned about themselves, others, and a larger social context given the connection between course content and their experience. To do this, they may have contact with a community, an international setting, a workforce environment, or take on a role in the classroom or laboratory that is substantively different than that of student, such as model the professional behavior of a researcher or teacher.

→ Learning Objectives

Students in Junior Year Experiential Learning courses will:

- Apply particular concepts from readings, lectures, etc. to an analysis of lived experiences in the settings provided by the course;
- Use the experiences provided by the course to construct and articulate the impact of their experience on their understanding of course content;
- Demonstrate an understanding of the ethics appropriate to his or her experiential placement;
- Use their new understanding to make decisions and solve problems related to the course, whether at the setting provided by the course, or in other assignments.

→ Writing Expectations

Students will be expected to complete a minimum of 5-7 pages of writing for this course.

→ Grading

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|------------------------------------|-----|
| Class Attendance and Participation | 10% |
| Project Expectations Paper | 10% |
| Project Experience Paper | 20% |
| Dailies Reviews | 60% |

A= 100-93, A-=92-90, B+=89-88, B=87-83, B-=82-80, C+=79-78, C=77-73, C-=72-70, D+=69-68, D=67-63, D-=62-60, F=59-0. A indicates excellence, B indicates good work, C indicates satisfactory work, D work is unsatisfactory in some respect, F is substantially unsatisfactory work.

→ Attendance

Attendance and participation is mandatory. An absence, which is defined as not showing up to class or arriving more than 10 minutes late to class, constitutes a reduction in your overall grade.

→ Course Outline

Week 1 – September 10th

Course Expectations, Syncro-Vox Animation, Animatic Review
Group Workshop

Assignment: Project Expectations Paper

Week 2 – September 17th

Studio Work Day

Week 3 – September 24th

Studio Work Day

Week 4 – October 1st

Dailies Review 1
Studio Work Day

Week 5 – October 8th

Studio Work Day

Week 6 – October 15th

Dailies Review 2
Studio Work Day

Week 7 – October 22nd

Studio Work Day

Week 8 – October 29th

Dailies Review 3
Studio Work Day

Week 9 – November 5th

Studio Work Day

Week 10 – November 12th

Dailies Review 4
Studio Work Day
Assignment: Project Experience Paper

Week 11 – November 17th

Final Screening

→ Assignments**Project Expectation (10% of final grade)**

Read the script for the short and view the animatic from the point of view of someone trying to produce it. Write a two-page paper answering these questions (MLA Formatting required - <https://owl.english.purdue.edu/owl/resource/747/01/>):

- What are my long-term plans and aspirations as a filmmaker/ animator, and how do I hope to use this production to help forward those plans?
- What aspects of the script do I expect will be most challenging to produce?
- What do I expect the production as a whole to be like?
- What do I expect my role on the film to be like?
- What aspects of my role in the production do I expect to be most challenging?

The paper is due via the corresponding D2L Dropbox assignment link before class on Wednesday, September 17th. No late assignments will be accepted.

Project Experience Paper (20% of final grade)

Write a three-page reflection paper on your experience working on the project. Please make sure to address the following questions in your paper (MLA Formatting required - <https://owl.english.purdue.edu/owl/resource/747/01/>):

- What aspects of the project as a whole were most rewarding?
- What aspects of the project as a whole were most difficult or challenging?
- What aspects of my role on the project were most rewarding?
- What aspects of my role on the project were most difficult or challenging?
- What did I learn about working in a team-based production environment from working on the project?

The paper is due via the corresponding D2L Dropbox assignment link before class on Wednesday, November 17th. No late assignments will be accepted.

Dailies Reviews (60% of final grade)

Dailies refer to the rough footage completed per day (in our case - per class) on a film production. At the onset of the course, you will be broken into groups assigned by the Instructor and the Animation Director. These groups are responsible for animating specific sections of the short film and breakdown as follows:

- Group 1 – Opening
- Group 2 – Dialogue Exchange
- Group 3 – Dance Sequence
- Group 4 – Credit Sequence
- Group 5 – Special Effects

The groups will be assigned weekly tasks/goals by the Animation Director to ensure continuity in aesthetic and performance. The work you complete will be evaluated and critiqued throughout the quarter in the form of dailies reviews. Each review is 15% of your final grade (60% in total).

→ Saving Work

Failure of computer software and or hardware will not be accepted as an extenuating circumstance for late projects or incomplete grades so back up your work daily with your own drives.

→ D2L

You will be using D2L in this course to submit your written assignments and view valuable course information. To log on, go to: <https://login.depaul.edu/cas/login?service=https://d2l.depaul.edu/d2l/orgtools/CAS/Default.aspx> and enter using your campus connect logon and password. Once you are logged on, click on the course number link and you will find links to the syllabus, course outline, assignments, etc.

→ Attitude

A professional and academic attitude is expected throughout this course. Measurable examples of non-academic or unprofessional attitude include but are not limited to: talking to others when the instructor is speaking, mocking another's opinion, cell phones ringing, emailing, texting or using the internet whether on a phone or computer. If any issues arise a student may be asked to leave the classroom. The professor will work with the Dean of Students Office to navigate such student issues.

→ Civil Discourse

A professional and academic attitude is expected throughout this course. Measurable examples of non-academic or unprofessional attitude include but are not limited to: talking to others when the instructor is speaking, mocking another's opinion, cell phones ringing, emailing, texting or using

the internet whether on a phone or computer. If any issues arise a student may be asked to leave the classroom. The professor will work with the Dean of Students Office to navigate such student issues.

→ **Changes to the 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 D2L and sent via email.

→ **Online Course Evaluations**

Instructor and course evaluations provide valuable feedback that can improve teaching and learning. The greater the level of participation, the more useful the results. As students, you are in the unique position to view the instructor over time. Your comments about what works and what doesn't can help faculty build on the elements of the course that are strong and improve those that are weak. Isolated comments from students and instructors' peers may also be helpful, but evaluation results based on high response rates may be statistically reliable (believable). As you experience this course and material, think about how your learning is impacted. Your honest opinions about your experience in and commitment to the course and your learning may help improve some components of the course for the next group of students. Positive comments also show the department chairs and college deans the commitment of instructors to the university and teaching evaluation results are one component used in annual performance reviews (including salary raises and promotion/tenure). The evaluation of the instructor and course provides you an opportunity to make your voice heard on an important issue – the quality of teaching at DePaul. Don't miss this opportunity to provide feedback!

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→ **Academic Integrity and Plagiarism**

This course will be subject to the academic integrity policy passed by faculty. More information can be found at <http://academicintegrity.depaul.edu/>.

The university and school policy on plagiarism can be summarized as follows: Students in this course should be aware of the strong sanctions that can be imposed against someone guilty of plagiarism. If proven, a charge of plagiarism could result in an automatic F in the course and possible expulsion. The strongest of sanctions will be imposed on anyone who submits as his/her own work any assignment which has been prepared by someone else. If you have any questions or doubts about what plagiarism entails or how to properly acknowledge source materials be sure to consult the instructor.

→ **Withdrawal**

Students who withdraw from the course do so by using the Campus Connection system (<http://campusconnect.depaul.edu>). Withdrawals processed via this system are effective the day on which they are made. Simply ceasing to attend, or notifying the instructor, or nonpayment of tuition, does not constitute an official withdrawal from class and will result in academic as well as financial penalty.

→ **Retroactive Withdrawal**

This policy exists to assist students for whom extenuating circumstances prevented them from meeting the withdrawal deadline. During their college career students may be allowed one medical/personal administrative withdrawal and one college office administrative withdrawal, each for one or more courses in a single term. Repeated requests will not be considered. Submitting an appeal for retroactive withdrawal does not guarantee approval.

College office appeals for CDM students must be submitted online via MyCDM. The deadlines for submitting appeals are as follows:

Autumn Quarter: Last day of the last final exam of the subsequent winter quarter
 Winter Quarter: Last day of the last final exam of the subsequent spring quarter
 Spring Quarter: Last day of the last final exam of the subsequent autumn quarter
 Summer Terms: Last day of the last final exam of the subsequent autumn quarter

→ **Excused Absence**

In order to petition for an excused absence, students who miss class due to illness or significant personal circumstances should complete the Absence Notification process through the Dean of Students office. The form can be accessed at <http://studentaffairs.depaul.edu/dos/forms.html>.

Students must submit supporting documentation alongside the form. The professor reserves the sole right whether to offer an excused absence and/or academic accommodations for an excused absence.

→ **Incomplete**

An incomplete grade is a special, temporary grade that may be assigned by an instructor when unforeseeable circumstances prevent a student from completing course requirements by the end of the term and when otherwise the student had a record of satisfactory progress in the course. CDM policy

requires the student to initiate the request for incomplete grade before the end of the term in which the course is taken. Prior to submitting the incomplete request, the student must discuss the circumstances with the instructor. Students may initiate the incomplete request process in [MyCDM](#).

- All incomplete requests must be approved by the instructor of the course and a CDM Associate Dean. Only exceptions cases will receive such approval.
- If approved, students are required to complete all remaining course requirement independently in consultation with the instructor by the deadline indicated on the incomplete request form.
- By default, an incomplete grade will automatically change to a grade of F after two quarters have elapsed (excluding summer) unless another grade is recorded by the instructor.
- An incomplete grade does NOT grant the student permission to attend the same course in a future quarter.

➔ **Students with Disabilities**

Students 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:

Student Center, LPC, Suite #370

Phone number: (773)325.1677

Fax: (773)325.3720

TTY: (773)325.7296