

**ANI 101-406: Animation for Non-Majors  
Fall 2023**

**Meeting Time:** Mondays and Wednesdays 1:30 pm- 3:00pm  
September 7, 2023 through November 16, 2023

**Meeting Place:** Lewis Center rm 1105

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**Instructor:** Jacqueline Smessaert Brennan

**Office Hours:**

Tuesdays & Thursday 9:15-10 am and 11:45am-1:15pm or zoom meetings by appointment

**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

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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: none

**Important Dates:**

Sep 12 (11:59pm) – Last day to add or swap classes

Sep 19 – Last day to drop classes with no penalty (after this day grade of W assigned)

Sep 21 – Last day to select pass/fail option

Oct 24 – Last day to withdraw from AQ 2021 Classes

Nov 14 – End AQ 2022 Day and Evening Classes

Nov 15 – Begin AQ 2022 Day and Evening Final Exams

Nov 22 – End AQ 2022 Day and Evening Final Exams

**Arts and Literature Domain Learning Outcomes**

**Learning Outcomes:**

1. Students will be able to explain, in well-written prose, what a work of art is about and how it was produced (i.e. they should be able to articulate and explain the “content” of that work and its methodology of production).
  2. Students will be able to comment on the relationship between form and content in a work. How does the 14-line sonnet both enable and inhibit its practitioner, for example? What are the generic expectations of a particular form? How does an artist complicate, enrich, or subvert such expectations?
  3. Students will be able to assess the formal aspects of their subject and put those qualities into words, using, when appropriate, specialized vocabulary employed in class and readings.
  4. Students will be able to contextualize a work of art. They will be able to do so with respect to other works of art in terms of defining its place within a broader style or genre. They will also be able to contextualize a work of art in terms of contemporaneous aesthetic, social, or political concerns, discussing how these might shape the work’s reception and how that reception might differ amongst various peoples and historical periods.
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## 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, Animate 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 ideas.

## **COURSE MANAGEMENT SYSTEM:**

D2L <https://d2l.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 D2L and sent via email.

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## COURSE POLICIES

### **Absences:**

Obviously, COVID has not left us yet so if you are not feeling well, you should stay home. Other than that, you are expected to attend class and participate. **IF YOU ARE UNABLE TO ATTEND CLASS, YOU MUST CONTACT ME ON OR BEFORE THE DAY OF THE ABSENCE AND I WILL MARK THE ABSENCE AS EXCUSED.** If you are going to have an extended absence due to illness or emergency you should contact the university:

<https://offices.depaul.edu/student-affairs/support-services/academic/Pages/absence-notification.aspx>

### **Classroom Expectations:**

Texts and phone calls should only be made in case of emergency and taken outside of the classroom so as to reduce distractions for those around you.

Similarly, I ask that during class time laptops, tablets etc. be used for note taking only. Visiting other websites and doing other coursework not only keeps you from participating in the class discussions but also distracts others around you.

**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 d2l.

### **Grades:**

Students in all undergraduate classes, with the exception of those in CEO cohort programs, may opt to change the grading basis for any or all of their courses to Pass/D/Fail. A grade of Pass (P) will indicate that the student's work met expectations for a grade of at least C-. Work that would merit a grade of D+ or D in the traditional grading basis would still earn a D+ or D. Work that does not merit a passing grade will earn a Fail (F). The Pass/D/Fail grading option may apply to any graduation requirement, including courses in the major, minor, Liberal Studies Program or open electives.

<https://resources.depaul.edu/coronavirus/faqs/Pages/classes-academics-students.aspx>

## **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 D2L

### **Comparison paper**

The course also requires a 4 page paper comparing two pieces of animation that have a

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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**

We will be using **Adobe PhotoShop and AfterEffects**. We will be working on these in a computer lab but these programs are also available in most loop labs and in the Lincoln Park Student Center (3<sup>rd</sup> floor) and library.

**StopMotion Studio** is a free app that can be downloaded for the stop motion assignment.

Most importantly, this is NOT an art class. I am more concerned that you understand the concepts of each technique. Stick figures are welcome!

**Exam**

There will be a test covering the animation concepts and terms that we will have covered through the quarter as well as some visual analysis and the principles of animation.

**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.

**Late Work:**

Late work is accepted only at the instructor’s discretion. Generally speaking, I deduct 10 percent of total points per day. If something comes up please tell me in advance and we can work something out.

**GRADING BREAKDOWN**

Assignment	Points	% of Grade	Due Date
Reaction Paper #1	50	5	9/14
Stop Motion	100	10	9/21
Reaction Paper#2	50	5	9/28
Photoshop Animation	100	5	10/05
Comparison Paper	100	10	10/12
Digital Bouncing Ball	100	10	10/19
Pitch for Final Project	50	10	10/26
Digital Walk cycle	100	5	11/2
Rough Draft	50	5	11/9
Written Exam	100	10	11/9
Final Project	200	20	11/16 @ 11:30 am
<b>TOTALS</b>	1000	100	

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%

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**ANI 101-406 Fall Schedule 2023**

	9/7 Intro to Class (Syllabus) Intro to film analysis
9/12 Topic: Film as Visual Language	9/14 Intro to Stop Motion Animation <a href="#">Assignment Due: Reaction Paper 1</a>
9//19 Topic: Stop Motion Milestones Films and Techniques	9/21 History of Hand Drawn Animation <a href="#">Assignment Due: Stop Motion Project</a>
9/26 Computer Lab: Intro to PhotoShop Animation	9/28 The Principles of Animation <a href="#">Assignment Due: Reaction Paper 2</a>
10/03 Computer Lab: Using Shapes and Tweening in PhotoShop	10/5 Hand Drawn Animation Styles  <a href="#">Assignment: Photoshop Animation Due</a>
10/10 Computer Lab: Using eases and arcs to Animate a Bouncing Ball	10/12 Topic Digital 2D Animation <a href="#">Assignment: Comparison Paper</a>
10/17 Computer Lab: Creating a Character	10/19 The Production Process/ Preparing a pitch for the final project. <a href="#">Assignment: Ball Bounce</a>
10/24 Computer Lab: Animate A Walk Cycle	10/26 Developments in Computer Animation <a href="#">Assignment: Pitch for Final Project</a>
10/31 Computer Lab: Adding sound, titles and depth.	11/2 Hybrid Animation <a href="#">Assignment: Walk Due</a>
11/7 Review for written test <a href="#">Final Project Rough Draft Due</a>	11/9 <a href="#">Written Test</a>
11/14 No official class: Meetings for last minute help with final projects	11/16 <a href="#">ANI 101 Final Project Due 11:30am</a>

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## Course Policies

**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 D2L and sent via email.

**COVID-19 Health and Safety Precautions** The health and safety of everyone at DePaul depend on the cooperation of all who come to campus. By taking care of yourself, you protect the entire community. DePaul's COVID-19 response plans are based on the latest guidance from the Centers for Disease Control and Prevention, the Chicago Department of Public Health and the university's medical advisor from AMITA Health. Mandatory protocols must be followed by DePaul students, faculty and staff at all times on both campuses

<https://resources.depaul.edu/coronavirus/guidance/health-safetypractices/Pages/default.aspx>

**Respect for Diversity and Inclusion** At DePaul University as aligned with our Vincentian Values At DePaul, our mission calls us to explore "what must be done" in order to respect the inherent dignity and identity of each human person. We value diversity because it is part of our history, our traditions and our future. We see diversity as an asset and a strength that adds to the richness of classroom learning. In my course, I strive to include diverse authors, filmmakers, perspectives and teaching pedagogies. I also encourage open dialogue and spaces for students to express their unique identities and perspectives. I am open to having difficult conversations and I will strive to create an inclusive classroom that values all perspectives. If at any time, the classroom experience does not live up to this expectation, please feel free to contact me via email or during office hours.

**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. Please see <https://resources.depaul.edu/teaching-commons/teaching/Pages/onlineteaching-evaluations.aspx> for additional information.

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**Academic Integrity and Plagiarism** This course will be subject to the university's academic integrity policy. All students are expected to abide by the University's Academic Integrity Policy which prohibits cheating and other misconduct in student coursework. Publicly sharing or posting online any prior or current materials from this course (including exam questions or answers), is considered to be providing unauthorized assistance prohibited by the policy. Both students who share/post and students who access or use such materials are considered to be cheating under the Policy and will be subject to sanctions for violations of Academic Integrity Posting work on online sites, such as Hero All students are expected to abide by the University's Academic Integrity Policy which prohibits cheating and other misconduct in student coursework. Publicly sharing or posting online any prior or current materials from this course (including exam questions or answers), is considered to be providing unauthorized assistance prohibited by the policy. Both students who share/post and students who access or use such materials are considered to be cheating under the Policy and will be subject to sanctions for violations of Academic Integrity. 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. Information on enrollment, withdrawal, grading and incompletes can be found at:

<http://www.cdm.depaul.edu/Current%20Students/Pages/PoliciesandProcedures.aspx>

**Incomplete Grades** 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. All incomplete requests must be approved by the instructor of the course and a CDM Associate Dean. Only exceptions cases will receive such approval. Information about the Incomplete Grades policy can be found at

<http://www.cdm.depaul.edu/Current%20Students/Pages/Grading-Policies.aspx>

**Preferred Name & Gender Pronouns** Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the quarter so that I may make appropriate changes to my records. Please also note that students may choose to identify within the University community with a preferred first name that differs from their legal name and may also update their gender. The preferred first name will appear in University related systems and documents except where the use of the legal name is necessitated or required by University business or legal need. For more information and

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instructions on how to do so, please see the Student Preferred Name and Gender Policy at <http://policies.depaul.edu/policy/policy.aspx?pid=332>

**Students with Disabilities** Students seeking disability-related accommodations are required to register with DePaul's Center for Students with Disabilities (CSD) enabling them to access accommodations and support services to assist with their success. There are two office locations: • Loop Campus (312) 362-8002 • Lincoln Park Campus (773) 325-1677 • Email: [csd@depaul.edu](mailto:csd@depaul.edu) Students who register with the Center for Students with Disabilities are also invited to contact Dr. Gregory Moorhead, Director of the Center, privately to discuss how he may assist in facilitating the accommodations to be used in a course. This is best done early in the term. The conversation will remain confidential to the extent possible. Please see <https://offices.depaul.edu/student-affairs/about/departments/Pages/csd.aspx> for Services and Contact Information

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