

Tompkins Cortland Community College
Master Course Syllabus

Course Discipline and Number: ART 233

Year: 2024-2025

Course Title: Animation

Credit Hours: 3

I. Course Description:

This course covers the principles and techniques of animation, including story development, storyboarding, animatics, and character creation. Various types of animation styles and mediums are explored. Collaboration and participation in the creative process is emphasized. ART 233 fulfills the SUNY General Education The Arts Knowledge and Skills Area, but does not satisfy a liberal arts requirement. Prerequisites: ART 213. 3 Cr. (2 Lec., 2 Lab.) Fall semester.

II. Additional Course Information:

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| 1. Animation is a required course for the New Media A.S. degree program. |
| 2. Students are required to work on projects outside of class using the specified professional software required in the course. |
| 3. This course consists of at least 100 minutes of lecture and 100 minutes of lab work each week for the fifteen-week semester. |

III. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

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| 1. Create technically proficient animations that display effective storytelling. |
| 2. Critique and evaluate course assignments and the work of contemporary animators working in similar mediums using relevant terminology. |
| 3. Implement and document the creation of an animated short. |

IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Competencies and Knowledge and Skills Areas

Tompkins Cortland ILOs – N/A

Complete this section for “service” courses only (e.g., courses that are required of all students; courses that are not program specific but satisfy liberal arts requirements; or commonly used in multiple academic programs to meet non-program-specific requirements). Check only Institutional Learning Outcomes (ILOs) that are meaningfully developed and assessed in this course. For each ILO chosen, include the SLO to which it aligns.

Students will:

- ☐ Communicate effectively, in oral and written forms, taking into consideration audience and purpose.
- ☐ Apply principles and methods of scientific inquiry and quantitative reasoning appropriate to their discipline.

- ☐ Use information, critical thinking, and the creative process to solve problems and reach conclusions.
- ☐ Use technology appropriate to their discipline.
- ☐ Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people.

Program Learning Outcomes

Complete this section for program-specific courses (e.g., those that share the same discipline code as the academic program or satisfy requirements in related programs). List the academic program(s) here and note which Student Learning Outcomes align to specific Programmatic Learning Outcomes. Please see the MCS Instructions for more details.

Specify the Academic Program: **New Media A.S.**

PLO 1: Communicate effectively in written and oral presentations

SLO 2: Critique and evaluate course assignments and the work of contemporary animators working in similar mediums using relevant terminology.

PLO 4: Collaborate with other students utilizing New Media technology.

SLO 3: Implement and document the creation of an animated short.

PLO 5: Create an animation based on a social, economic or environmental subject which informs and directs their narrative.

SLO 1: Create technically proficient animations that display effective storytelling.

SUNY General Education Competencies – N/A

If this course assesses a SUNY GEN ED Competency, check all that apply and indicate which course outcome(s) address each checked item:

☐ CRITICAL THINKING & REASONING- Students will:

- a. clearly articulate an issue or problem;
- b. identify, analyze, and evaluate ideas, data, and arguments as they occur in their own or others' work; acknowledge limitations such as perspective and bias; and
- c. develop well-reasoned (logical) arguments to form judgments and/or draw conclusions.

☐ INFORMATION LITERACY - Students will:

- a. locate information effectively using tools appropriate to their need and discipline; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination.

☒ SUNY GENERAL EDUCATION KNOWLEDGE AND SKILLS AREA(s): **The Arts**

For courses that are approved to meet one (or more) of the ten SUNY General Education Knowledge and Skills Areas, indicate which area the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that area:

SUNY SLO: Students will demonstrate an understanding of at least one principal form of artistic expression and the creative process inherent therein.

Course SLO 1: Create technically proficient animations that display effective storytelling.

☐ This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Competencies or Knowledge and Skills Areas.

V. Essential Topics/Themes

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| 1. Animation styles such as: <ul style="list-style-type: none">a. Flip Booksb. Claymationc. Stop Motiond. Time Lapsee. Kinetic Typographyf. Rotoscopingg. Line Drawingh. Collage/Cut Out |
| 2. Fundamentals and principles of animation |
| 3. History of animation from early experimental toys to digital 3-D animation with examples of relevant animations |
| 4. Concept development |
| 5. Story development |
| 6. Character development and design |
| 7. Storyboards |
| 8. Animatics |
| 9. Collaboration in the creative process |
| 10. Animation workflow |
| 11. Sound/Audio |
| 12. Keyframes and effects |
| 13. Digital file management |
| 14. Importing and exporting digital media |
| 15. Post-production |

VI. Methods of Assessment/Evaluation

| Method | % Course Grade |
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| 1. Course Assignments including process development and documentation | 50-70% |
| 2. Narrative storytelling development | 10-30% |
| 3. Documentation of participating in and applying the creative process | 10-30% |

VII. Texts – ☒ Required ☐ Recommended ☐ Used for more than one course (list courses)

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|---|--------------------------|
| 1. Alexander, Kate, et al. <i>Ideas for the Animated Short: Finding and Building Stories</i> . Focal Press, 2013. | <input type="checkbox"/> |

Editions listed are current as of date of syllabus. More recent editions may be used.

VIII. Bibliography of Supplemental Materials

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| 1. <i>Storyboard Notebook: Blank Storyboard Sketchpad for Film Directors, Animators, and Students</i> . Bloop Animation Studios LLC, 2022. |
| 2. Besen, Ellen. <i>Animation Unleashed: 100 Principles Every Animator, Comic Book Writer, Filmmaker, Video Artist, and Game Developer Should Know</i> . Michael Wiese Productions, 2008. |
| 3. Williams, Richard. <i>The Animator's Survival Kit: A Manual of Methods, Principles and Formulas for Classical, Computer, Games, Stop Motion and Internet Animators</i> . Farrar, Straus and Giroux, 2012. |
| 4. Publishing, 3dtotal, editor. <i>Fundamentals of Character Design: How to Create Engaging Characters for Illustration, Animation & Visual Development</i> . 3DTotal Publishing, 2020. |
| 5. White, Tony. <i>Animation Masterclasses: From Pencils to Pixels, a Complete Course in Animation & Production</i> . CRC Press/Taylor & Francis Group, 2022. |
| 6. Parr, Peter. <i>Sketching for Animation: Developing Ideas, Characters and Layouts in Your Sketchbook</i> . Bloomsbury Academic, 2018. |
| 7. Wright, Jean Ann. <i>Animation Writing and Development: From Script Development to Pitch</i> . Focal Press, 2005. |
| 8. Meroz, Morr. <i>Animation for Beginners: Getting Started with Animation Filmmaking</i> . Bloop Animation Studios LLC, 2021. |
| 9. Blair, Preston. <i>Cartoon Animation with Preston Blair, Revised Edition! Learn Techniques for Drawing and Animating Cartoon Characters</i> . Walter Foster Publishing, 2020. |
| 10. Walsh, Christopher. <i>Stop Motion Filmmaking: The Complete Guide to Fabrication and Animation</i> . Bloomsbury Academic, 2019. |
| 11. Beck, Jerry, editor. <i>Animation Art: From Pencil to Pixel, the World of Cartoon, Anime, and CGI</i> . HarperCollins, 2004. |
| 12. Halas, John, and Harold Whitaker. <i>Timing for Animation, 40th Anniversary Edition</i> . Edited by Tom Sito, Taylor & Francis Limited, 2021. |
| 13. Kinder, Bill, and Bobbie O'Steen. <i>Making the Cut at Pixar: The Art of Editing Animation</i> . Routledge, 2022. |
| 14. Gasek, Tom. <i>Frame-By-Frame Stop Motion: The Guide to Non-Puppet Photographic Animation Techniques, Second Edition</i> . CRC Press, Taylor & Francis Group, 2017. |
| 15. Ternan, Melvyn. <i>Stop Motion Animation: How to Make and Share Creative Videos</i> . Barron's, 2013. |
| 16. Subotnick, Steven. <i>Animation in the Home Digital Studio: Creation to Distribution</i> . Focal Press, 2003. |
| 17. Webster, Chris. <i>Animation: The Mechanics of Motion</i> . Elsevier Focal Press, 2005. |
| 18. Furniss, Maureen. <i>A New History of Animation</i> . Thames & Hudson, 2016. |
| 19. Telotte, J. P. <i>The Mouse Machine: Disney and Technology</i> . University of Illinois Press, 2008. |
| 20. Evans, Russell. <i>Practical DV Filmmaking</i> . Elsevier Focal Press, 2006. |
| 21. Beiman, Nancy. <i>Prepare to Board! Creating Story and Characters for Animated Features and Shorts</i> . CRC Press, Taylor & Francis Group, 2017. |
| 22. Shaw, Susannah. <i>Stop Motion: Craft Skills for Model Animation</i> . CRC Press, Taylor & Francis Group, 2017. |

Editions listed are current as of date of syllabus. More recent editions may be used.

X. Other Learning Resources

Audiovisual: Online professional training tutorials and animated film examples

Selected Animated Films:

- *Fantastic Mr. Fox*. Anderson, Wes. Twentieth Century Fox, 2009.
- *Finding Nemo*. Stanton, Andrew Walt Disney Pictures, 2009.
- *Monsters INC*. Docter, Pete, Walt Disney Pictures, 2002.
- Pixar short films collection, Smith, Alvy Ray, Walt Disney Home Entertainment, 2007.

Electronic: Online professional training tutorials

Other: None specified

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for academic adjustments. All course materials are available in alternate formats upon request.*

Academic Integrity: *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of their academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*

Any written work submitted by a student must be their own. If the student uses the words or ideas of someone else, they must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.

Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.